



**California
COMMUNITY
Foundation**

INDEPENDENT CONTRACTOR AGREEMENT

This Agreement dated this 7th day of August 2018, by and between California Community Foundation, 221 S. Figueroa Street, Suite 400, Los Angeles, California 90012 and Kitamba Group (hereinafter "Contractor").

Witnesseth that:

California Community Foundation has need for a person to undertake a variety of administrative and program development tasks associated with the Los Angeles School District Re-Imagining Work. Payments on this contract will only be fulfilled if there are sufficient assets in the Fund for Equity and Excellence.

Contractor represents that (he/she) is able and willing to undertake the work.

Now, therefore, in consideration of the mutual covenants hereinafter set forth, California Community Foundation and Contractor agree as follows:

1. Scope of Services to be Performed.
See Attachments A and B.
2. Term.
September 1, 2018 – July 31, 2019
Term may be adjusted with agreement by all parties.
3. Job Price, Invoicing and Payment Schedule.
Contract price is \$765,000 to be invoiced monthly at \$65,000 for services performed plus reasonable, approved expenses not to exceed \$50,000.
4. Independent Contractor. It is agreed and understood that Contractor shall perform services under this Agreement as an independent contractor and not as an employee or agent of California Community Foundation.
 - a) California Community Foundation does not grant Contractor any authority or right, expressed or implied, to assume or create any obligation or responsibility on behalf of California Community Foundation or to bind California Community Foundation in any manner. Contractor will not represent the contrary, either expressly or explicitly, to anyone.

- b) Contractor shall be solely and personally liable for any personal injury, either to (himself/herself) or to others, or for any property damage, which may be occasioned by the performance of (his/her) services hereunder.
- c) Any and all income tax returns filed by Contractor with either the Federal or State governments shall be prepared in accordance with the terms of this Agreement; that is, those returns shall indicate that all income Contractor receives as a result of this Agreement is income earned as an independent contractor and not as an agent or employee of California Community Foundation.
- d) Because Contractor is not an agent or employee of California Community Foundation, California Community Foundation will not withhold monies from Contractor's job price payments for Federal or State income tax purposes nor will California Community Foundation make any payment or contribution in Contractor's name or on (his/her) behalf for purposes of Social Security, Unemployment Compensation, Workmen's Compensation, or for any other similar purpose.
- e) Contractor shall not participate in or in any way share in any benefit plan, program or fringe benefit of any kind created by California Community Foundation or in which California Community Foundation participates for the benefit of California Community Foundation's employees.
- f) Consistent with the policies and procedures of California Community Foundation and where applicable, those of the clients of California Community Foundation, Contractor shall determine the manner and methods to be used by (him/her) in carrying out the contract, in (his/her) sole judgment and discretion. California Community Foundation, retains no right to direct or control the manner or method of such performance, but Contractor is obligated to produce the results, information, and materials called for by this contract in the time contemplated by this contract and in a form suited to the needs of California Community Foundation
- g) California Community Foundation shall retain all property rights, title and interest in any research, written products, computer analysis, or other information or documentation, produced or developed by contractor.
- h) In the course of performing the contracted services, the Contractor may have access to confidential information of California Community

Foundation and its clients. Therefore, the Contractor agrees not to use or disclose any confidential information to third parties.

I) The Contractor's out of pocket expenses require CCF's approval prior to being incurred.

5. Assignments and Subcontracts. Contractor agrees not to assign or subcontract to other parties any of the services to be performed under this Agreement, without the prior written consent of the California Community Foundation.
6. Conflict of Interest. California Community Foundation expects all persons associated with it to conduct business on its behalf with integrity and a high ethical standard. Contractor agrees to avoid activities or conduct which involve a conflict of interest, recognizing that even the appearance of a conflict of interest could adversely affect the integrity or reputation of California Community Foundation.
 - a) While it is impossible to list every circumstance which may suggest a possibility of a conflict of interest, potential and actual conflicts of interest generally exist where Contractor has a direct or indirect significant financial or other interest in, or contractual or other relationship with, any person doing business with or receiving grants, loans or contracts for services from California Community Foundation. In considering whether a conflict of interest may exist, Contractor should remember that relationships of their business, business associates, family and friends may give rise to an actual or potential conflict of interest even if Contractor is not involved directly.
 - b) Using the foregoing principles and guidelines, Contractor shall act in good faith and use his/her best judgment to bring to the attention of California Community Foundation any conflict of interest, real or perceived, whether financial or otherwise, between him/her and California Community Foundation. Contractor shall declare in writing any and all areas of conflicts of interest at the time of entering into this Agreement, at any time during the term of this Agreement when a conflict of interest arises, and on each anniversary of this Agreement should the term of the Agreement exceed twelve months.
7. Modification of Terms. California Community Foundation may, with the mutual consent of Contractor, materially modify the scope or extend the term of this Agreement. All material changes of this Agreement

must be documented in writing.

8. Indemnification. Contractor agrees to indemnify and hold harmless California Community Foundation from and against any and all actions, causes of action, claims or demands, liabilities, losses, damages or expenses of any nature, including attorneys' fees, which may be assessed against it by third parties in connection with the Contractor's performance of services under this Agreement.

9. Termination. Either party may terminate this Agreement, with or without cause. The party requesting the termination must provide the other party with five (5) days' written notice of termination. Upon completion of Contractor's services to the satisfaction of the California Community Foundation, it shall pay Contractor for all work completed through the date of termination.

10. Construction of Agreement. This Agreement, which is to be performed and construed under California law, supersedes any and all prior agreements and contains the entire agreement of the parties.

California Community Foundation

Independent Contractor

Accepted By:		Accepted By:
<i>Carol Bradford</i> 2018520D2A1748N		<i>Erin McGoldrick Brewster</i> EVEAP4291B55102
ITS:	Senior Counsel	Contractor Name:
Date Signed:	8/9/2018 9:02:11 AM PDT	Date Signed:
		Erin McGoldrick Brewster
		8/10/2018 10:18:18 AM PDT

ATTACHMENT A



To: Vivian Ekchian, Deputy Superintendent – Los Angeles Unified School District
 Fr: Rajeev Bajaj and Erin McGoldrick Brewster – Kitamba, Inc.
 Re: Scope for Reimagining LAUSD as a System of Great Schools: Design and Implementation Support
 Date: July 12, 2018

STRICTLY CONFIDENTIAL FOR DISCUSSION PURPOSES ONLY

I. Project Overview, Goals, and Approach

Under the leadership of Superintendent Beutner, Los Angeles Unified School District (LAUSD) is taking great strides in transitioning decision-making to the local school level and restructuring the district to support and empower schools.

Kitamba will work with the leadership team of the Los Angeles Unified School District to develop and implement an actionable System of Great Schools Plan, which will articulate the district's approach to designing and implementing school-centered change within LAUSD. LAUSD has identified a variety of distinct but connected work streams that are critical to success. This articulation is evidence of the deep thinking already done by LAUSD and includes a thorough treatment of the comprehensive change management effort the district seeks to undertake.

In addition to leading planning and implementation work, Kitamba will also assume the role of "quarterback" working with other consultant teams (including those working on the strategic budget / efficiency work) to cohere work in other functional areas into a manageable, comprehensive workflow that aligns with LAUSD's overall vision for change and ensures successful implementation.

Through this effort we will focus on four distinct but interconnected work streams and will strive to answer the key questions articulated in the table below.

Work Stream	Key Guiding Questions for Work Stream
1. Schools: This work stream sets the foundation for the change management effort by creating a shared definition of quality for our schools and identifying supports	<p>System Values and Vision: What do we hope to achieve by reorienting ourselves to a system of autonomous schools and how do we accomplish our vision with the assets at our disposal?</p> <p>Performance Management: What is our shared definition of what a great school looks like and feels like? What measures are immediately available to help us begin to anchor our definition of a great school? How will we translate this vision of great schools into action?¹</p>

¹ In this scope of work, we are proposing establishing an initial set of school performance measures using immediately available state and local data. LAUSD can use these initial measures to engage stakeholders in early 2019, collecting feedback and refining measures. With other district clients, Kitamba has supported a process of developing a full school performance framework (SPF), which typically takes more time and effort than described in LAUSD's desired scope and timeline. For LAUSD's information, we have outlined the full SPF process are in Appendix A and are happy to discuss options for expanding the scope and timeline to accommodate this option.



	<p>and autonomies for schools.</p> <p>School Support & Autonomy: What supports and services do schools need to become 'great'? What does autonomy mean and is it a precondition for school and student success or is it granted (and on what basis)?</p> <p>Network Design: With this in mind, how should networks be designed and structured to support schools?</p>
<p>2. People: This work stream enables the district to strategically align, attract, and reorganize high quality talent at all levels (schools/network/central) in support of a system of great schools.</p>	<p>Network Talent: What talent is required to support networks of schools, including roles and qualifications? How do we attract and develop talent to launch networks of schools?</p> <p>Central Office Talent: How should central office be restructured to provide services and support to the networks?</p> <p>Pipelines for School Level Talent: What is our talent strategy to ensure robust pipelines of high quality teacher and school leader talent to staff our schools? What supports will school leaders need in order to thrive when given increased autonomy?</p>
<p>3. Money: This work stream would work in concert with provider selected for district efficiency effort, in order to ensure alignment to the system of great schools effort.</p>	<p>Network / School Resources: What resources do schools need to support student success? How do we identify resources in central office that can be better deployed to schools / close to students?</p> <p>Central Office Resources: What are the implications of the budget process on how our central office staff should be strategically reorganized to support networks and schools? What resources should be allocated for central office functions, including network support and services?</p>
<p>4. Community Engagement: This work stream is both an ongoing process and culmination of the work in that engagement and communications is about how LAUSD incorporates multiple perspectives and "tells the story" of its bold vision by establishing a coherent narrative through each work stream.</p>	<p>Community dialogue and incorporating feedback: How will we keep the community informed and engage them in a process to provide critical input around decisions applicable for this effort? How can we communicate a unified, comprehensible, and simple vision of change that will rally the community behind our effort?</p> <p>Internal change management and board engagement: A critical part of this effort will be to work with the LAUSD team and community, including the board, to ensure there is a coherent and aspirational vision of student success and an understanding of the concrete changes in how LAUSD operates the new vision will require.</p>

Our approach encompasses three phases and last approximately eleven (11) months. The major phases of this work are described below.



Phase 1: Define Success, Design Reimagined Great Schools Model / Network Structure, and Begin Targeted Implementation and Change Management

(~ 16-18 weeks // August 15th/ September 1st – December 31st, 2018)

This phase encompasses two critical, parallel sub-phases of work (Phase 1A and Phase 1B) to ensure we are creating the conditions for change and implementation, while completing the necessary core design components:

Phase 1A: Great Schools Design and Development



At the outset of the project, we will ask LAUSD to identify a working team that will partner with us to understand the current state of efforts, build context, and engage on a broad planning approach, including identifying systems and processes critical to moving to a system of autonomous schools.

Interim deliverables are broken out by work stream below for clarity. However, we plan to present full findings across all work streams in three "full report outs" (September, October, November) to the LAUSD working team and leadership team over the course of the effort.

Key Actions and Interim Deliverables by Work Stream

Actions	Interim Deliverables
Schools <ul style="list-style-type: none"> • Hold a deep dive planning session with the LAUSD working team to build context, map the planning effort, and develop early hypotheses • Review all existing materials related to current processes in place to support autonomous schools, identify gaps, and build fact base to inform network design structure • Launch cross functional team and engage members in establishing initial school performance measures • Build an analytic fact base aggregating and synthesizing achievement, enrollment, school leadership, facilities, and related data to build a comprehensive view of schools in the district 	<ul style="list-style-type: none"> • Synthesis of deep dive planning session in outline form, including network values • Synthesis of interview findings and desk research related to existing LAUSD policies and structures with identification of existing policies on which to build and gaps to address with new (or redesigned) policies • Template "master schools file" spreadsheet and data collection plan, where applicable • High-level project plan for school performance measures development (or full school performance framework based on confirmed option) • Set of network governance options



<ul style="list-style-type: none"> • Design network governance options for level between LAUSD and schools 	
People <ul style="list-style-type: none"> • Based on schools as the unit of change, develop a hypothesis of network support to accelerate student learning • Review network staffing model, based on benchmarks of similar districts and findings from district diagnostic; identify critical requirements for staff • Identify initial pathways to identifying and hiring high potential existing and new talent for network 	<ul style="list-style-type: none"> • Synthesis of findings and benchmarking of similar districts to be customized for LAUSD • High level network design documents staffing organization charts for the networks • High level staffing organization charts for the central office support staff
Money <ul style="list-style-type: none"> • Connect to efficiencies work and build a zero-based network budget and services map • Further define and refine central services to be provided by central office to networks and networks to schools • Develop preliminary menu of options for central office services 	<ul style="list-style-type: none"> • Zero-based network budget and services map • Initial menu of options for central office services and associated "costs" to networks
Community Engagement <ul style="list-style-type: none"> • Review existing community engagement efforts • Develop internal LAUSD communication and engagement approach including identifying "LAUSD ambassadors" to support internal change management • Activate an ongoing "listen and learn" structure or related approach to continue to garner input and share early findings with community • Tie-in initial hypothesis on system values to begin development of LAUSD change narrative 	<ul style="list-style-type: none"> • High-level, milestone view of community engagement efforts (internal and external) for 2018-19 school year • Documented initial hypothesis on change narrative and engagement approach for 2018-19 school year

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Phase 1B: Implementation Planning

This phase is critical to begin and execute in parallel to phase 1A and is critical to creating the conditions for accelerated and sustainable implementation of the network structure, once approved in late 2018 / early 2019.



Actions	Interim Deliverables
Schools <ul style="list-style-type: none"> Develop overall integrated timeline and work streams for transition to new structure for September 2019. This includes, but is not limited to: <ul style="list-style-type: none"> Network design, staffing and business planning Performance management design and governance Resource allocation Communications and engagement 	<ul style="list-style-type: none"> Integrated work plan and timeline with milestones and deliverables and integrated document to manage overall quarterbacking effort from.
People (with a focus on Network Talent) <ul style="list-style-type: none"> Confirm and review all civil service and related / associated contractual obligations Finalize job descriptions for network leads and all critical network staff Finalize staff decisions and actions order of operations Develop materials for kickoff planning session for network leads 	<ul style="list-style-type: none"> Job descriptions Hiring project plan Business planning materials and engagement plan for network leads (to activate planning process with network leads in early 2019, following overall LAUSD System of Great Schools Plan approval)
Money (with a focus on Network / School Resources) <ul style="list-style-type: none"> Working from zero based network budget, create a template to support network business planning 	<ul style="list-style-type: none"> Network budget template (as part of network business planning)
Community Engagement <ul style="list-style-type: none"> Identify and activate key communicators for 	<ul style="list-style-type: none"> Listen & Learn Tour materials

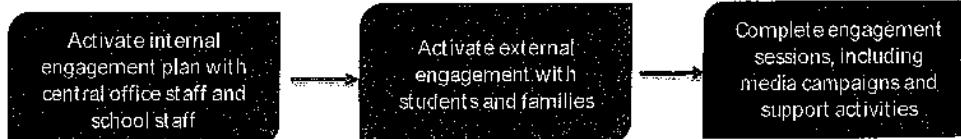
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<ul style="list-style-type: none"> LAUSD internal and board engagement efforts ("LAUSD ambassadors") Design and start "listen and learn" s to garner input and share early findings with community Complete Listen & Learn Tour and targeted community engagement to inform shared values around what a 'great' school looks and feels like in LA 	<ul style="list-style-type: none"> Targeted community engagement plan for 2018-19 school year
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Phase I Summary Deliverable: Integrated LAUSD System of Great Schools Plan for LAUSD Board Review and Approval

Phase 2: Deep Engagement (Internal and External) Around Reimagined District Model / Network Structure

(~6 weeks // January – mid-February 2019)



In this phase, we will conduct deep engagement to gain alignment internally and externally around the reimagined LAUSD network structure model. Specifically, this work will entail deep engagement and communications efforts internally (central office staff and school staff) and external engagement with students, families, and the public.

Key Actions and Interim Deliverables by Stakeholder Group

Actions by Stakeholder Group	Interim Deliverables
LAUSD Board and Community <ul style="list-style-type: none"> Submit an LAUSD System of Great Schools Plan 	<ul style="list-style-type: none"> LAUSD System of Great Schools Plan including synthesized feedback
LAUSD Students and Families <ul style="list-style-type: none"> Hold 3-4 Listen and Learn feedback sessions on the LAUSD System of Great Schools Plan 	<ul style="list-style-type: none"> Listen and Learn materials and synthesis of feedback
Public Engagement <ul style="list-style-type: none"> Convene up to four citywide community meetings to discuss and strengthen LAUSD System of Great Schools Plan 	<ul style="list-style-type: none"> Synthesis of feedback from four citywide community meetings Strategic communications plan and

• Create communications plan including campaign style engagement and strategic communications	implementation
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Phase 3: Network Implementation and Launch & Implementation of All Work Streams

(~22 weeks // mid-February 2019 – July 2019)



In this phase, we will focus on an integrated plan and set of structures to execute on all work streams.

Actions	Interim Deliverables
Overall Project Management <ul style="list-style-type: none"> Develop overall integrated timeline and work streams for transition to new structure for September 2019. This includes, but is not limited to: <ul style="list-style-type: none"> Network design, staffing, and business planning Performance management design and governance Resource allocation Communications and engagement 	<ul style="list-style-type: none"> Integrated work plan and timeline with milestones and deliverables and integrated document to manage overall quarterbacking effort.
Work Stream 1: People (with a Focus on Networks) <ul style="list-style-type: none"> Post all positions and activate network leader hiring Activate fast cycle business planning with network leaders Network leaders activate network hiring 	<ul style="list-style-type: none"> Network business plans including completed budget and staffing
Work Stream 2: Schools <ul style="list-style-type: none"> Cross functional work group completes school performance measures and defines network governance options and performance targets / contracts, as applicable 	<ul style="list-style-type: none"> Initial school performance measures, governance options, and performance contracts, as appropriate
Work Stream 3: Money	<ul style="list-style-type: none"> Network budget template as part of network

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<ul style="list-style-type: none"> ○ Incorporate network budget template into business planning efforts ○ Align ongoing efficiency efforts into network implementation 	<ul style="list-style-type: none"> • business plans • Alignment to overall LAUSD efficiency efforts
Work Stream 4: Community Engagement <ul style="list-style-type: none"> ○ Complete internal LAUSD communication and engagement efforts to support internal change management and board engagement ○ Complete external, ongoing engagement and communications / campaign effort to ensure high quality 	<ul style="list-style-type: none"> • Engagement and communication efforts

Summary of Final Project Deliverables at the end of Phase 3

At the end of this phase, we will deliver all final materials including:

- A final, externally facing LAUSD System of Great Schools Plan narrative (Word and .PDF)
- Slide deck for board presentation and other external applications (PowerPoint)
- Central and school implementation plans and related policies outlining supports and accountability for autonomous schools (Word)
- School performance measures master data file and related school action policies (Excel / Word)
- Project management and implementation toolkit
 - An internally focused, integrated implementation plan with 3, 6, 12-month milestones (Excel)
 - Overall project management office structure with roles and meeting cadence
 - Other key resources and templates to support implementation
- Associated project fact base
 - Binder (electronic or hard copy) with: a) interview notes from stakeholders; b) financial/other analysis, c) org charts; etc.



II. Project Team

Project Executive



Rajeev began his career in education over a decade ago as an elementary school teacher at PS 161 in Harlem. After his time in the classroom, he transitioned to key leadership roles at the New York City Department of Education, including Managing Director in the Office of Accountability. Most recently, Rajeev served as President of Sangari Global Education, an education services provider that delivers inquiry-based science educational materials to over 500,000 students worldwide. Rajeev began his career in technology first at Microsoft and later as part of the core team that launched Jamcracker, a web services provider based in Silicon Valley. Rajeev graduated from Northwestern University with a B.S. in Industrial Engineering/Management Sciences and has a Master's degree in Education from Hunter College. He is a recipient of a Fulbright Teaching Fellowship through the Fulbright Memorial Fund-Japan and is a 2012 graduate of the Broad Foundation's Fellowship for Education Leaders.

Project Partner / Leader



Erin specializes in data innovation. Erin has worked with a variety of clients including the Bill and Melinda Gates Foundation, the College Board, and dozens of state and district school systems. She was the Chief of Data and Accountability for the District of Columbia Public Schools under Chancellor Michelle Rhee. She also held data-focused positions at the California Charter Schools Association, Los Angeles Unified School District, and Los Angeles Educational Partnership. Erin earned an undergraduate degree at the University of Notre Dame and a master's degree in Public Policy at U.C.L.A.



Principal / Engagement Manager



Collin provides project management, analysis, and policy support for Kitamba's portfolio of clients including a variety of New Jersey districts with a focus on portfolio management, strategic finance, facilities, and unified enrollment systems. Collin has led various high-quality seat analysis projects for New Jersey cities and local charter support organizations and has also been a senior leader on Kitamba's multiple engagements in Texas on the System of Great Schools effort and in Midland, TX and Pharr-San Juan-Alamo, Texas. Collin has worked in public sector education management in Connecticut as Special Assistant to Commissioner Stefan Pryor and worked with Jim Liebman in the Center for Public Research and Leadership at Columbia University. Collin has a B.A. from Seattle Pacific University and a J.D. from NYU School of Law.

Principal / Resource Allocation



Mark specializes in education finance, data analysis, and strategic advising for education initiatives. Before joining Kitamba, Mark was the Director of Financial Strategy at the Newark Public Schools, where he led school-based and central office budgeting for the district and helped negotiate and implement its performance-based teachers contract. Previous employers include MDRC, Columbia University, and NERA Economic Consulting. He is based in Washington, DC and holds a bachelor's degree from Bowdoin College and a master's degree from Columbia University.



Lead Senior Business Analyst



Nimisha is a Senior Business Analyst at Kitamba. Nimisha has worked on a variety of strategic planning projects providing analytic, research, and project management support on high quality seats analysis in New Jersey as well as deep analysis, design and project management support with Midland, TX on their System of Great Schools work. Prior to Kitamba, Nimisha worked as a Project Manager/Business Analyst at Goldman Sachs in New York. Nimisha graduated with a B.S. in Biomedical Engineering and Political Science from Yale University.

Final staffing will be confirmed based on the timing of project launch

III. Project Cost and Duration

Kitamba will staff a team led by Rajeev Bajaj (Partner and CEO) and Erin McGoldrick Brewster (Partner and COO), 2 Principals Collin Moore (Principal, System of Great Schools) and Mark Viehman (Principal, Resource Allocation), as well as two senior business analysts to complete all analysis and work product creation from September 1, 2018-July 31, 2019 (to be confirmed). The proposed cost of this 11-month engagement is \$65,000 per month (\$715,000) plus reasonable, approved expenses not to exceed \$50,000. Total proposed project cost is \$765,000.

The budget for the work generally breaks down approximately as follows:

Phase 1 (Design and Implementation Planning Focus): \$260,000

Phase 2 (Engagement / Communications Focus): \$65,000

Phase 3 (Deep Implementation Support Focus): \$390,000

Expenses: \$50,000

\$765,000

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IV. Kitamba Background, Relevant Project Experiences and References

Kitamba has been a strategic partner to multiple cities and school districts in their transformations to a system of autonomous schools. This strategic execution support blends deep strategic counsel with rigorous analysis and a focus on strong implementation and execution. Below is a list of cities where Kitamba has worked on all or part of similar systems' design and implementation and references from senior leaders who have worked with Kitamba.

- Baltimore, MD (Baltimore City School District)
- Bridgeport, CT (Bridgeport Public Schools)
- Camden, NJ (Camden City School District)
- Cleveland, OH (Cleveland Metropolitan School District)
- Detroit, MI (Education Achievement Authority)
- Las Vegas, NV (Clark County School District)
- Midland, TX (Midland Independent School District)
- Newark, NJ (Newark Public Schools)
- Philadelphia, PA (School District of Philadelphia)
- Pharr-San Juan-Alamo, TX (Pharr San Juan Alamo Independent School District)
- Rochester, NY (Rochester City School District)
- State of New Mexico (Public Education Department, Charter Sector)

Baltimore City Schools

Led the design a school performance framework and led the design of a network support structure including the design of central vs. school-based decision-making and support structures and the design of a principal choice / affiliation structure. This work resulted in a network management structure and a clear path to autonomy for schools including relevant performance contracts and autonomy / accountability provisions.

Camden City School District

Supported the district's overall transformation to a system of great schools working on the design and execution of partnership schools (Renaissance schools) and related school portfolio planning including analysis on the appropriate mix of schools, based on student need and family demand. In addition, provided significant operational support on budget planning, enrollment design and implementation, and communications and engagement support over the course of the 2014-15, 2015-16, and 2016-17.

Texas Education Agency System of Great Schools (SGS) Network / Midland Independent School District

The goal of SGS is to ensure more children are in better schools, as quickly as possible. 8 districts in Texas are charter members of this network aimed at re-envisioning their districts to accomplish this. Kitamba is working with the state agency (TEA) to provide advisory support and develop implementation focused tools for all network members (and all districts in the state). In addition, Kitamba is deeply engaged with Midland, TX, providing detailed design and technical assistance as Midland Independent School District becomes a System of Great Schools.



Newark Public Schools

Completed a variety of strategic support including developing a rigorous fact base and school portfolio plan process. Provided a rigorous district fact base to support new leadership at multiple transition points (2011, 2015, 2017) in the district, and support on targeted functional areas including school performance, facilities, enrollment, and data management.

Excellent Schools New Mexico

Catalyzed the launch of state "harbormaster" organization with the goal of creating 10,000 seats in new high-quality charter schools. Kitamba's work included new organization launch support including deep stakeholder engagement, collaboration on strategic plan development through structured design sessions; national funder engagement and fundraising; talent recruitment to support launch of the new org; tactical implementation support for the new org (e.g. incorporation, 501(c)(3) status, board recruitment and selection etc.); and ongoing strategic support for state superintendent Hanna Skandera.

References

1. (System of Great Schools Design and Implementation – Midland Independent School District): Orlando Riddick, Superintendent, orlando.riddick@midlandisd.net
2. (System of Great Schools Implementation – Camden City School District): Kevin Shafer, Chief Innovation Officer / Chief Portfolio Officer, shafkd40@gmail.com
3. (Strategic Transformation Support – Newark Public Schools): Chris Cerf (Former Superintendent) De'Shawn Wright, (Former Chief of Staff), cdcerf@gmail.com; deshawn.wright@gmail.com

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Appendix A: School Performance Framework High-Level Milestones and Timeline

July

- Establish internal working group to manage SPF process (meetings to be held twice per month)
- Develop a common definition of quality through discussion with internal team and LAUSD leadership team
- Identify metrics (performance indicators such as absolute achievement, growth, gap-closing, etc.) and domains (e.g. academic achievement, staff capacity, school culture etc.) that are aligned to the quality definition
- Confirm preliminary metrics and outline data collection plan

August

- Complete data collection plan and develop data collection template – “master spreadsheet” for all metrics related to school performance management and planning
- Initiate data collection and begin data cleaning on a rolling basis as data comes in
- Discuss policies related to school actions, autonomy, and response to ratings (e.g. school support, intervention, other actions triggered by performance ratings)

September

- Continue data collection (with aim to complete by end of September) and continue data cleaning on a rolling basis
- Refine school action policies with development of draft cut points/“triggers” for school action based on school ratings
- Discuss and confirm composite rating for schools (e.g. A-F scale, rating on 100-point scale, red/yellow/green etc.)

October

- Complete data collection and cleaning
- Run performance rating for a subset of schools – cross section of schools based on district understanding of quality (e.g. a set of “low” “medium” and “high” performing schools)
- Working with internal team, “reality check” ratings against group understanding of school quality (e.g. does a “C” school match team’s understanding of the school’s quality?)
- Adjust metrics, weighting against “reality check”
- Re-run performance rating based on adjustments

November

- Confirm performance rating and run for all schools
- Evaluate cut points/triggers for intervention based on full view of school performance
- Memorialize data collection and performance rating calculation and set against a calendar/ongoing process for subsequent years
- Draft mock school information card/summary and review with working team



December

- Memorialize school action policies and draft guide for school consumption to facilitate stakeholder understanding of rating and associated consequences
- Draft rollout plan for school performance framework including "no stakes year" and community engagement plan around ratings
- Revise and finalize school information summary and confirm distribution vehicle (e.g. website, printed guide etc.)
- Complete final SPF calculation and school information summary for all schools

ATTACHMENT B

Reimagining LAUSD as a System of Great Schools: Kitamba's Staffing and Capacity-Building Approach

July 2018

Confidential not for distribution

Kitamba's Capacity-Building Approach (1 of 4)

Laying the Foundation for Execution and Sustainable Improvement

Kitamba's goal is to help clients develop the internal capacity to sustain and improve a system of great schools beyond Kitamba's consulting engagement.

Kitamba uses blended teams, made up of Kitamba and district leads, to create the conditions for successful, sustainable implementation. Below are critical components of the approach.



Co-Creation

Kitamba engages district staff to ensure co-ownership during the planning/design process, including backward mapping (what must be true by September 2019?), leading to greater buy-in and higher likelihood of rigorously executing the plan.



Building Organizational Muscle to Sustain Change

Kitamba uses an "I do, we do, you do," model of gradual release, in which Kitamba does significant design, analysis, execution, and modeling in the beginning of the project. Over the course of the engagement, Kitamba continues to provide district staff support as they take on more of the work and sustain it over the longer term.



Tools and Templates

Based on its deep experience in developing durable tools and templates, Kitamba customizes these supports to ensure that they will be effective for district staff. Kitamba is mindful of the importance of local context and capacity in every engagement.

Kitamba's Capacity-Building Approach (2 of 4)

Examples – Camden and Midland

Below are examples of Kitamba's capacity building approach for designing and implementing System of Great Schools (SGS) work in Camden, New Jersey and Midland, Texas.

	Camden, New Jersey (CCSD)	Midland, Texas, (MISD)
Overview / Key SGS Components	<ul style="list-style-type: none"> • Initial portfolio processes • Design and implementation of a Unified Enrollment System; • Strategic finance support to align central office resources with school autonomy • Community & external engagement 	<ul style="list-style-type: none"> • Annual portfolio processes (including school options work) • Design and implementation of school performance management framework • Central office redesign; talent strategy support • Community & external engagement
Staffing Model	<p>Kitamba Staff:</p> <ul style="list-style-type: none"> • Project executive leading overall change narrative and external engagement • Principal / project manager leading design and implementation of work streams • Business Analyst for analytic support <p>District Partnership:</p> <ul style="list-style-type: none"> • Chief Innovation Officer • Chief of Staff • Two additional staff members for implementation / ongoing support for UE system 	<p>Kitamba Staff:</p> <ul style="list-style-type: none"> • Project executive leading overall change narrative and external engagement • Project manager leading design and implementation of work streams • Business Analyst for analytic support <p>District Partnership:</p> <ul style="list-style-type: none"> • Chief Transformation Officer • Transformation Zone Project Manager • Executive Director of Accountability • Executive Director of HR • Chief Financial Officer • Chief Academic Officer • Executive Director of Communications
OUTCOME		
Durable and sustainable System of Great Schools processes led by district staff to ensure continuous improvement of the system (i.e. more kids in better schools), year over year.		

Kitamba's Capacity-Building Approach (3 of 4)

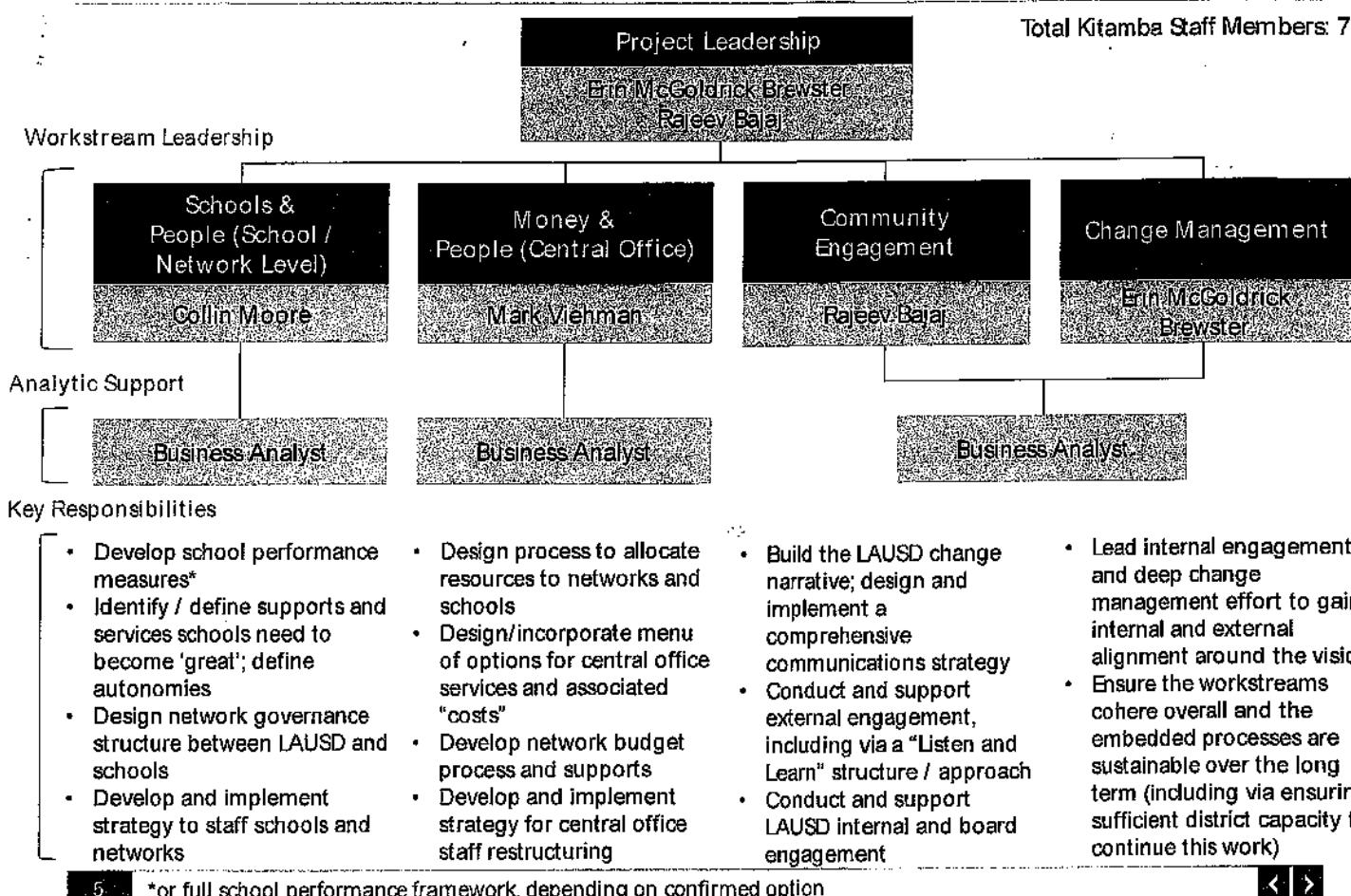
Proposed Project Staffing Model

Below outlined is a proposed staffing model including Kitamba lead and LAUSD partner by work strand.

Workstream	Kitamba Lead	LAUSD Partner
Overall Project Leadership	Rajeev Bajaj Erin McGoldrick Brewster	Superintendent / Deputy Superintendent
Schools	Collin Moore	Chief Academic Officer
People	Collin Moore (Schools / Networks) Mark Viehman (Central Office)	Chief Talent Officer / HR Director
Money	Mark Viehman	Chief Financial Officer / Budget Director
Community Engagement	Rajeev Bajaj	Chief Communications Officer / Public Relations Director
Change Management	Erin McGoldrick Brewster	Lead Project Point of Contact

Kitamba's Capacity Building Approach (4 of 4)

Kitamba Team Structure & Responsibilities (LAUSD)



5 *or full school performance framework, depending on confirmed option



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)
Executive Brief: Networks

September 20th 2018

Confidential Working Draft for Deliberative Purposes

Overview

This document provides recommendations on school autonomies and network structure for LA Unified based on a benchmarking of national leaders in these areas and interviews and research on LA Unified current and past organizational structures. We have provided recommendations on critical points with the opportunity for discussion on each.

School Autonomies

Nationally, the types of autonomies offered to schools do not differ significantly. However, there is significant variance on the level of autonomies provided and the way in which autonomy is offered. As a general matter, both the “level” and “offer” questions depend heavily on the capacity of the principal and school community to take advantage of autonomy and the legal/contractual framework in which the district finds itself.

How is school autonomy offered?

All districts studied offered autonomy in the categories of staffing, budget, schedule, and instructional program. The more autonomy the better is general best practice, but *only if* the school has the capacity to exercise autonomy responsibly. This has led most districts to pursue an “earned autonomy” approach, with NYC being a notable exception.

Option	Benefits/Drawbacks	Example Districts
Autonomy / accountability: no up-front restriction on autonomy and high-stakes accountability	<ul style="list-style-type: none">• Creates clear incentive / empowers principals to improve performance and removes barriers• Expansive autonomy for all schools• Accepts possible high-variance in quality due to capacity differences in principals	<ul style="list-style-type: none">• Clark County (Las Vegas)¹• NYC• New Orleans
Earned autonomy: schools demonstrate capacity with approved plan and autonomy is awarded on this basis	<ul style="list-style-type: none">• Upfront quality control can smooth performance variance• Only high-capacity plans are approved• Less diversity of approach• Potentially burdensome process limits schools seeking autonomy	<ul style="list-style-type: none">• Denver• Indianapolis• LA Pilot Schools• Lawrence, MA

¹ Clark County is in the process of implementing an autonomy / accountability approach brought about by the passage of a recent autonomy law. There is little evidence at this point on Clark County's actual practice related to autonomy.

Recommendation: Pursue an earned autonomy approach that outlines a path for any LA Unified school to receive autonomy based on clear progress on the school performance framework and using existing LA autonomy models. This approach, given variance in performance, geographic spread of LA schools, and labor context with existing autonomy models, is most likely to result in the largest number of high performing autonomous schools, over time

What is the “footprint” for school autonomies?

A related question is at what level are autonomies available. Districts pursuing an autonomy / accountability approach (e.g. NYC) secured basic autonomies for every school in the district. For example, in NYC, the curricular and professional development choices could be made at the school or network level, and looked different at each school, but the baseline autonomies were the same. Every school had the freedom to innovate.

In earned autonomy districts (Indianapolis, Lawrence), autonomies are secured by individual schools for those schools only. Not every school had the freedom to innovate. Instead only those that demonstrated the capacity to do so were able to adjust staffing, instructional approach etc.

Recommendation: Adopt and continue to explore ways to expand LA's existing models for school-site autonomy given the district's labor context and variability of school performance.

Network Organization

What is a network?

We are defining a network as a support-only unit, focused on 20-30 of schools and providing the following:

- Instructional support knowledge-sharing and effective-practice sharing across schools
- Operational support
- Targeted student support

Networks would be grouped based on geography and a natural community grouping, providing an opportunity for open choice-zones within networks and offering a diversity of school options in terms of model, performance, and grade-band. Our working network count, following a geographic mapping exercise, is 32 networks across LA.

What is our approach to supporting our most in need schools?

In the network context, we envision geography will concentrate a set of low (or high) performing schools. This provides a natural support structure for lower-performing schools that may be geographically concentrated. Our recommendation is to ensure networks have a diversity of performance, school models, and allow for heterogeneity (performance, model, grade band, etc.) and support cross-learning. In addition, a related and embedded goal of the networks approach would be to realize broader equity goals such as those outlined in desegregation efforts. This could be operationalized by supporting enrollment and choice efforts at intra-

network levels.

Example: Beaudry organizes 25 schools in Downtown / South LA into a network. On average, these school's performance is lower than other district schools and in response the district concentrates additional resources and support to improve these schools. Additionally, the Downtown/South LA network can be affiliated with adjacent networks to offer choice and transportation to all students in that grouping. Students would, therefore, have access to a greater diversity of school options.

How are networks organized?

Nationally, districts have pursued different approaches to organization of school support networks with the broadest categories being self-affiliation, affiliation by attribute, or geographic affiliation.

Mode of Affiliation	Benefits/Drawbacks	Examples
Self-affiliation	<ul style="list-style-type: none">• Principals empowered to affiliate on common challenges / interests• Market accountability for schools to deselect networks• Suited for higher-performing / motivated principals• Fragmentation of local school communities	<ul style="list-style-type: none">• NYC
Affiliation by attribute (grade-band, performance, model etc.)	<ul style="list-style-type: none">• Natural alignment• Little "cross-pollination"• Fragmentation of local school communities• Can create unbalanced networks (# of schools, size)	<ul style="list-style-type: none">• Baltimore (MS,HS)• Denver• Clark County
Geographic affiliation	<ul style="list-style-type: none">• Efficiency• Preservation / nurturing local school communities• May concentrate low-performing schools	<ul style="list-style-type: none">• Chicago• Baltimore (ES)• Clark County

Recommendation: Geographic affiliation is consistent with the stated LA Unified values of preserving / creating local school communities, is more efficient operationally and a geographic concentration of low-performing schools allows for additional resources and supports can be pushed to out to networks and to support lower performing schools

How many schools should each network serve?

National benchmarks are fairly consistent on the size of networks with 20-30 schools per network being the standard. We are working on a draft map based on natural communities and geographic boundaries to create 32 networks, which will result in a number of schools per network consistent with national averages. There will likely be some variation in the enrollment / number of schools per network to account for natural differences in the size of communities.

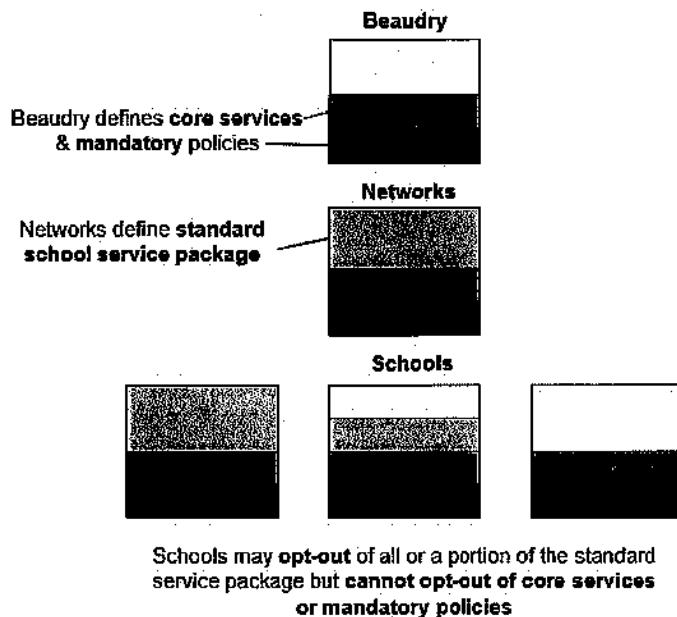
The Beaudry / Network / School Relationship

The next set of recommendations concern the organization of the system to support schools. Given emerging consensus on the size and organization of networks, we can now consider what networks do to support schools, network autonomy, network staffing, and network accountability.

What is the role of each administrative unit?

The following recommendations draw on NYC and Lawrence Massachusetts specifically. We rely on NYC because the size and power-structure of the networks vis-a-vis the central office created a system in which principals overall felt supported and better served. Lawrence MA, while much smaller than LA, provides a powerful example of earned autonomy that blends support with empowerment.

We recommend Beaudry establishes standard non-negotiable policies including legal requirements and critical district policies (e.g. suspension and expulsion), while networks establish a standard package of school support that schools may opt of provided they can demonstrate the capacity to do so.²



What is the authority/purview of each administrative unit?

² We will review the specific types of mandatory, core, and "opt-out" policies in more detail at a subsequent meeting. The table on page 5 provides an overview.

Type	Policy Setter	Example
Mandatory Policies	Beaudry (+ state and federal)	<ul style="list-style-type: none"> • IDEA • Standards aligned curriculum • School start date • Minimum hours
Core services	Beaudry (these are services with economy of scale)	<ul style="list-style-type: none"> • Transportation services • Food services • Special Education services • Equity and access
Standard school service package	Networks	<ul style="list-style-type: none"> • Curriculum • Professional Development • School schedule • Intervention • Student support • Academic plan and assessment • Staffing plan
School specific plans	Schools	<ul style="list-style-type: none"> • Option to opt-out of any or all component of standard school service package

Example:

The Tarzana and Woodland Hills network has built a standard school service package that focuses on literacy. This package includes a staffing plan calling for two literacy coaches and double blocks of reading. School A and School B are in the network. The principal of School A identifies a need to stress numeracy based on her assessment results. In collaboration with her staff, she develops a rigorous school plan to justify this departure from the standard school service package. The network leadership and Beaudry staff review and approve the plan. School B declines to submit a plan and receives the Standard package of supports from the network.

What do networks do to support schools?

Beaudry retains policy-making authority and performs functions that are best suited to centralization (e.g. processing payroll). Network staff interface with schools, providing closer support with a stronger bent to "customer service."³

³ We will cover Beaudry with more detailed functions at a subsequent meeting

Function⁴	Description
Instruction and Achievement	
Learning standards	Supports curriculum development and school-wide instructional planning (pacing, scope/sequence etc.)
Quality review support	Supports schools in preparation for quality review process
Content area support	Specific support for all content areas
Post-secondary readiness	College counseling, AP, IB, SAT, ACT, PSAT prep, graduation requirements etc.
Professional development	Supports selection of PD by schools, may also provide PD to schools
Leadership development	Principal, AP coach, supports leader growth
Teacher effectiveness	Supports teacher evaluation, classroom observations etc.
Student Services	
Youth Development	Non-instructional support, counseling, social services
Special Education	IEP support, compliance, liaison w/ central office SpEd Division
English Language Learners	ELL instructional strategies, compliance liaison w/ central office ELL division
Transportation	Liaison with central transportation
Safety and Suspension / Attendance	Support on school safety, discipline plans, attendance strategies
Operations and Organization	
Budget and Payroll	Liaison with central office budget and payroll division
Human Resources	Liaison with central HR
Purchasing and Procurement	Supports school purchasing, liaison with central HR
Compliance	Supports data reporting, manages compliance for network schools

⁴ Drawn from Lawrence, NYC, and Baltimore functional maps. We will discuss specific network position counts (i.e. FTEs) at a subsequent meeting.

Food services	Liaison to central food service division
Facilities	Liaison to central facilities division
Grants	Identifies grant opportunities for network schools, supports grant-writing
Technology applications	Supports network school learning applications, liaison with central IT

Network Autonomy

How are networks staffed?

National models have pursued network staffing differently. More traditional districts have prescribed the positions and functions that a network should pursue, while other districts (namely NYC) gave significant latitude to the directors of networks to determine how to staff their networks and what functions to emphasize.

Option	Benefits/Drawbacks	Examples
Tight: Beaudry prescribes exact # and type of positions based on per pupil allocation from network schools	<ul style="list-style-type: none"> Ensures baseline level of support / compliance Predictable budget / personnel 	<ul style="list-style-type: none"> Chicago Denver
Loose: Beaudry allocates resources to networks and networks are free to staff at their discretion	<ul style="list-style-type: none"> Customized support for network schools Potential strategic misalignment / lack of support for schools on core functions 	<ul style="list-style-type: none"> NYC

Recommendation: We recommend a hybrid version in which Beaudry outlines the necessary functions, regulates a maximum position count based on network enrollment, and allocates dollars to schools to "spend" on networks with a portion of those dollars being mandatory to support necessary functions and a portion being discretionary providing that schools demonstrate the capacity to use the resources wisely. See below "approach to funding" section

Open Questions / areas for further research

- How many positions (FTEs) will be needed in networks to properly support schools?
- What role might networks play in supporting staffing autonomy at schools?
- What is governance of networks? Is it in a community-based oversight board? How does this governance intersect with school governance and site-based councils?

Will networks supervise principals?

In New York City, the central office made a specific design choice to sever supervisory

responsibility and support. Networks were “non-evaluative” in NYC and, in many ways, the network leads “reported to” the principals. Denver and Baltimore took a more traditional path in which networks leads held supervisory authority over principals.

Option	Benefits/Drawbacks
Supervisory & Support: principals report to network leads, network leads have discipline/evaluative/termination authority (both evaluating and coaching/supporting principals)	<ul style="list-style-type: none"> • Clear reporting structure • Network leads ultimately accountable for principal success • Not a departure from bureaucratic command and control
Non-Supervisory: principals report directly to area superintendent, network leads support principals (e.g. coaching)	<ul style="list-style-type: none"> • School centered approach • Network leads must earn authority • Complicated reporting structure • Inability to force principals to comply should this be necessary

(Note: Supervisory & Support approach confirmed with Superintendent)

How are networks funded?

New York adopted a per-school allocation for network support. This was a powerful form of network accountability given that, in NYC, schools could dis-affiliate from networks and therefore defund them. We are not recommending an affiliation model in LA but we believe that a form of school allocation for networks coupled with the “opt out” model described above will provide a strong incentive for networks to justify their support to schools and ensure that network budgets are automatically right-sized.

Recommendation: *We recommend that a “network support” line be allocated to each school based on the per-pupil cost of providing schools services for mandatory, core, and the standard school service package. This amount will be “charged back” to central for mandatory and core services and to networks for the standard school service package.*

Schools opting out of some or all of the standard school service package will receive the allocation for providing that specific service from the network and may spend those resources at their discretion.

Networks and central will use the charge-back from the schools for personnel and non-personnel expenses. A network will receive no additional resources beyond the charge-back. If many schools in a network’s purview opt of out the standard service package then the network’s budget will contract accordingly.

Example 1: The Tarzana and Woodland Hills network is composed of 30 schools with an average allocation of \$100,000 per school in network and Beaudry “charge-back.” Assume that

\$50,000 per school is charged back to Beaudry for mandatory and core functions (total of \$1.5M). The remaining \$1.5M (30 schools X \$50k) is the network's annual budget.

Example 2: Recall that school A in the above example has opted out of the standard school service package provided by its network. Assume the overall network allocation from School A to the network is \$100,000 per year and because the school has opted out of the standard school service package, it "owes" only \$40,000 of the allocation to "pay" the network and Beaudry for core and mandatory functions. School A now has \$60,000 discretionary dollars to deploy to a custom instructional plan

Appendix: Research Tables
Networks

District	Number of Networks	Schools/ Network	Staff Per Network	Functions of Network	Selection Type
New York City	60	25-30 1700 schools	Network Leader and ~15 experts in instruction, operations, and student and family services	-Help principals hire teachers -Manage budgets -Find and create school-specific professional development -Analyze student data -Troubleshoot technical and operational problems	Self-Affiliation
Baltimore	15	~13 per network 195 schools	~10 Staff Network leader Instructional Support Finance and Ops Special Pops Human Resources	Streamlined model for problem-solving, communication and central office collaboration and support to schools.	Geographically based networks for elementary schools Middle and high schools are affiliated by the grade levels they serve
Chicago	17	18-35 Schools per network HS is divided into 4 networks	Office of Network Supports Networks are led by a Chief of Schools and a support staff	Administrative support strategic direction Leadership development	Geographic
Denver	13	Max 20 schools per network	Instructional Superintendent	Networks provide increasing intensity of support for higher needs schools to implement	Affiliation by attribute (grade-band, performance, model)

			5-6 additional support staff	their improvement plans. Customized network supports, more resources help from content experts, leadership development and coaching in ways to strengthen school culture.	etc.)
Clark County School District	<u>16</u>	20-25	Associate Superintendents	develop capacity and assist the principals with resource deployment, business operations, reporting on school's progress	Geographic and Achievement

Autonomy

District	Autonomies	How Earned	Accountability	Support
New York City	Budget instructional decisions staffing	Autonomy / accountability: no up-front restriction on autonomy and high-stakes accountability	Network teams have no supervisory authority. They are "accountable to principals for helping them improve school performance. Networks are evaluated annually based on student performance in member schools and on principals' satisfaction with their services. In New York City any network in the bottom 10% percent, two years running, the network leader is dismissed, the network's disbanded	Schools receive support from their Networks

			Any network in the bottom 25% for three years, has to find a new network leader	
<u>Indianapolis Public Schools</u> (Innovation Network Schools)	<ul style="list-style-type: none"> -Determine staff compensation -Create new staff positions, job descriptions and hiring criteria -Establish optional before/after school program run by volunteers, staff or partners -Choose/design curricular content to meet state standards -Opt in or out of IPS academic services -Opt in out of IPS non academic services Determine instruction and pedagogical practices -Set start and stop times of school day -Determine number of all school days/year -Establish an operating calendar different than the district -Receive Title I, IDEA & other grants directly from state/federal government 	Earned autonomy: schools demonstrate capacity with approved plan and autonomy is awarded on this basis	<p>Innovation Network Schools are held accountable by three entities</p> <p>1) Their own boards 2) The Indianapolis Public Schools Board and 3) Their charter authorizer</p>	The operator can choose to contract with the district, but does not have to. There is minimal support from the district.
Lawrence	<ul style="list-style-type: none"> -Curriculum and -- Assessment -Professional Development 	Some autonomies are provided. Application can be	School leaders are assigned advisors/liaisons to help support in the planning process. School	Supports from Central Office

	<ul style="list-style-type: none"> -School Calendar -Talent, Management, and Staffing -Compensation and Career Ladder -School Policies 	submitted to the District to earn more autonomies	leaders are also provided guidance on which Central Office leaders they can reach out to for additional support	
Pilot Schools	Staffing Budget Curriculum & Assessment Governance School Calendar/scheduling	Earned autonomy: schools demonstrate capacity with approved plan and autonomy is awarded on this basis	PSC Renewal: conducted every 3-5 years by an external review team to determine renewal status for the school; renewal cycle may vary depending on school's initial PSC plan approval or previous renewal terms. Some schools may be visited earlier at the Superintendent's discretion. PSC School Review: an annual self-review completed by all PSC Schools unless they are in a renewal year.	LOOC provides training and professional development for autonomous schools.
Clark County School District	Initially principals were given autonomy over Strategic Planning and budget. The goal is for all principals to have autonomies in the following areas: <u>hire staff, set curriculum, and determine scheduling and instructional design</u>	Short term goal is to have principals have autonomy over strategic planning and budget. Law dictates additional autonomies given to the school principals	Associate Superintendent's report on a school's progress. Progress will determine whether principal can earn more autonomy	Schools receive support from their Performance Zone Associate Superintendent

**Reimagining LA Unified
Well-resourced School Overview**

Confidential Working Draft as of September 14, 2018

Overview

This document outlines a working draft LA Unified shared definition of a well-resourced school, based on deep initial educator and staff engagement. Input from this deep engagement was analyzed and synthesized to form the below shared definition of what a well-resourced school looks and feels like, starting with students at the center.

We found the educator and staff input mapped to the categories inspired by the research-based 5Essentials Framework developed by the University of Chicago¹:

- Empowered, Empowering Leaders
- Collaborative Teachers
- Supportive Environment
- Connected Community
- Ambitious Environment
- Continuous Improvement (additional category, based on educator input)

The below table on the includes additional detail on this framework, including key takeaways from educators & staff that inform this definition of a well-resourced school.

Category and Definition	What resources help to achieve these?	What did we hear from educators and staff?	How do we measure it?
Empowered, Empowering Leaders <i>The principal works with teachers to implement a clear and strategic vision</i>	<ul style="list-style-type: none">● A clearly-articulated, compelling, shared vision for the school and a game plan to achieve it● Flexibility for principals to hire staff to meet the diverse needs of students	<ul style="list-style-type: none">● “I want charter-like autonomy without having to be a charter school.”● Principal is the creator of culture, visible face of	[placeholder: School Performance Framework / School]

¹ <https://uchicagoimpact.org/our-offerings/5essentials>

<p><i>for school success and create a culture of coherence and excellence across the school.</i></p>	<ul style="list-style-type: none"> ● Differentiated resources and supports for schools based on the diverse needs of students at schools ● Flexibility for principals to determine length of class day / school schedule and purchase curriculum, based on student needs ● Leadership capacity and skills for principals to support and empower their staff ● Time to focus on instruction rather than being consumed by operational duties 	<ul style="list-style-type: none"> ● school, teller of school's story Principals described how much harder the principalship is now as compared with years past ● Principals described spending much of their time on non-instructional tasks such as operations, facilities, parent concerns, and discipline. <i>"The other stuff has taken over the principal's job."</i> 	<p>Quality Review]</p>
<p>Collaborative Teachers <i>The staff is committed to the school, receives strong professional development, and works together to improve the school.</i></p>	<ul style="list-style-type: none"> ● Communities of practice for teachers / Professional Learning Communities ● Collaborative planning time built into schedule ● Time for peer classroom observation and feedback 	<ul style="list-style-type: none"> ● A lack of common planning time and need for peer supports was a common theme, and we know from recent public reports that LA teachers have less planning time than other districts 	<p>[placeholder: School Performance Framework / School Quality Review]</p>
<p>Supportive Environment <i>Students are supported holistically by school staff, their peers, and are supported to be successful learners.</i></p>	<ul style="list-style-type: none"> ● Restorative justice, Positive Behavior Supports, MTSS, Wrap-around services ● Teacher evaluation process that is streamlined and differentiated / triaged based on performance ● Maintaining safety and working facilities 	<ul style="list-style-type: none"> ● <i>"The other stuff has taken over the principal's job."</i> ● <i>"Take care of the basics, so I can take care of the rest."</i> ● Schools want full time nurses, APs 	<p>[placeholder: School Performance Framework / School Quality Review]</p>

<p>Connected Community <i>The entire school staff builds strong relationships with families and communities to support learning.</i></p>	<ul style="list-style-type: none"> • Schools connected to families and to the diverse needs of their students' communities • Deep ongoing dialogue and engagement with the community • Connections with community-based organizations in the school's community 	<ul style="list-style-type: none"> • Educators and staff described importance of connecting with parents and with other community resources 	[placeholder: School Performance Framework / School Quality Review]
<p>Ambitious Instruction <i>Classes are academically demanding and engage students by emphasizing the application of knowledge.</i></p>	<ul style="list-style-type: none"> • Rigorous, relevant, standards-aligned curriculum and assessments • Differentiated, student-centered pedagogical techniques 	<ul style="list-style-type: none"> • Cognitively Guided Instruction • Adaptive Classroom • There is a need for coherent teacher and principal training on CCSS standards to align on expectations • Principals need time and capacity to be instructional leaders for their teachers 	[placeholder: School Performance Framework / School Quality Review]
<p>Continuous Improvement <i>Data related to the school's vision and shared vision of student success is continuously gathered, analyzed, and used to inform and calibrate strategic interventions.</i></p>	<ul style="list-style-type: none"> • A clear data-use protocol and an improvement approach that is shared across the school community • Using targeted data, dashboards, and assessments to understand and accelerate student learning 	<ul style="list-style-type: none"> • There are many data systems and an opportunity to cohere them. • Training on the various data dashboards already available for school leaders and teachers but school leaders may be unaware of them 	[placeholder: School Performance Framework / School Quality Review]

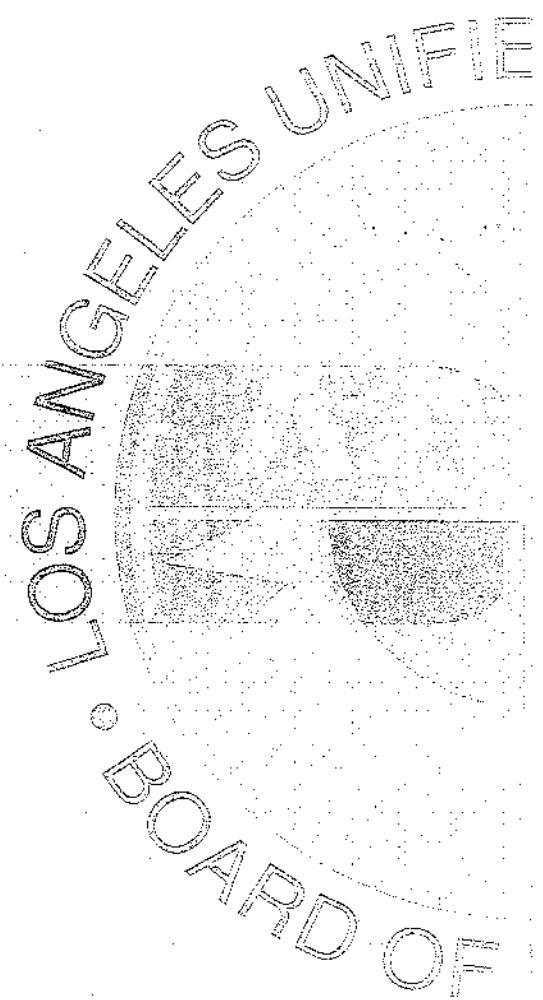
APPENDIX

What We Heard from Educators & Staff	Reimagined LA Unified Implications
<p>Students First</p> <ul style="list-style-type: none"> The focus of the entire system should be effectively meeting the diverse needs of ALL students. In contrast many staff described the importance that can be placed on adult needs over students'. 	<ul style="list-style-type: none"> Create coherent system of performance management focused on student success for schools and for the system that supports schools.
<p>Principals as Empowered and Empowering Instructional Leaders</p> <ul style="list-style-type: none"> The most consistent theme across all stakeholders was the vital role of principals as instructional leaders and creators of culture for their school communities. Educators and staff throughout the system described needing more flexibility particularly related to people (such as hiring "must place" educators) and money. <i>"I want charter-like autonomy without having to be a charter school."</i> Principals are spending much of their time on non-instructional tasks such as operations, facilities, parent concerns, and discipline. <i>"The other stuff has taken over the principal's job."</i> 	<ul style="list-style-type: none"> Empower educators by designing the system to provide them with <ul style="list-style-type: none"> autonomy/room to decide; flexible resources; differentiated supports. Build a coherent support system around schools as the unit of change.
<p>Need for Coherence and Simplicity</p> <ul style="list-style-type: none"> Educators and staff described cluttered initiatives based on a "christmas tree approach," leading to duplication and conflict Change is not improvement and more is not always more. 	

LOS ANGELES UNIFIED SCHOOL DISTRICT

REIMAGINING LA UNIFIED

Executive Briefing
September 6, 2018





Significant progress on Realignment workstreams, and much work to be done to develop a plan by December.

Workstream	Team	Status	Key Priorities Completed To Date	Next Steps Including Dependencies
Schools	Leads: Erin Brewster Collin Moore Support: Nimisha Ganesh	●	<ul style="list-style-type: none">Completed two design sessions with local district and Beaudry team focused on definition of an "empowered school" with current constraints, and opportunities to address	<ul style="list-style-type: none">Synthesize content from Design Sessions I and II and build "working hypothesis" on potential options for school empowerment, connected to people, money and ongoing engagement tracksConfirm possible next steps on SPF alignmentConduct interviews with enrollment team
People & Money	Lead: Mark Viehman (Connected to EY)	●	<ul style="list-style-type: none">Continued initial analysis of budget and personnel data (with EY); joined interview with Director of Financial Planning	<ul style="list-style-type: none">Continue analysis based on output of schools team engagement.Ensure analysis of Staffing Implications from Reimagining Work underwayConduct interviews with facilities and transportation personnel
Community Engagement	Leads: Erin Brewster Collin Moore Support: Sam Arrona	●	<ul style="list-style-type: none">Completed initial engagement with principals and teachers via focus groupsDeveloped engagement approach and overall project plan for engagement with teachers and families	<ul style="list-style-type: none">Continue planning and activate next phase of stakeholder engagementContinue integrating existing stakeholder data including school climate surveys (parents, students, staff) and data from listen and learn from last strategic plan
Communications	Leads: Rajeev Bajaj Erin Brewster Support: Sam Arrona	●	<ul style="list-style-type: none">Developed initial approach and work plan / trackerContinued planning and alignment around communications and key messaging for the reimaging LA Unified work	<ul style="list-style-type: none">Continue planning and activating next steps on aligning key messaging and communications efforts
Overall Project Management	Lead: Erin Brewster Support: Nimisha Ganesh	●	<ul style="list-style-type: none">Launched project and activated engagement and design session sprint over last three weeksRegular updates for important groups including "thought partners" and weekly partners meeting; created work productsOngoing check-ins with David & Dina	<ul style="list-style-type: none">Develop a 'meeting and update' matrix to efficiently and effectively provide ongoing progress updates to critical stakeholders

Overall Status:

● : On schedule ○ : At risk ● : Behind



In the past two weeks, we've engaged deeply with educators and staff from schools, every local district, and Beaudry.

What we heard

Students First

- The focus of the entire system should be effectively meeting the diverse needs of ALL students. In contrast many staff described the importance that can be placed on adult needs over students'.

Principals as Empowered, Empowering Instructional Leaders

- The most consistent theme across all stakeholders was the vital role of principals as instructional leaders and creators of school culture.
- Educators and staff throughout the system described needing more flexibility particularly related to people (such as hiring "must place" educators) and money.
"I want charter-like autonomy without having to be a charter school."
- Principals are spending much of their time on non-instructional tasks such as operations, facilities, parent concerns, and discipline.
"The other stuff has taken over the principal's job."

Need for Coherence and Simplicity

- Educators and staff described cluttered initiatives based on a "christmas tree approach," leading to duplication and conflict
- Change is not improvement and more is not always more.

Implications for Reimagined LA Unified

- Create coherent system of **performance management focused on student success** for schools and for the system that supports schools.
- Empower educators** by designing the system to provide them with
 - autonomy**/room to decide;
 - flexible resources;
 - differentiated supports.
- Build a coherent support system around schools as the unit of change.**



Define a shared vision of student success, autonomy & accountability for schools, and then build the support model to achieve it



Coherent performance management that **reimagines system around student success**

Define school autonomies and what effective schools need to be successful and **therefore what support is needed**

Confirm approach on **cohering various existing and proposed models**, based on definition of school empowerment

Networks create **structures to best serve their schools** and **systems to hold networks accountable**

Designate network membership or schools or allow schools to **self-affiliate**

Reimagining Work Underway

Working to align with the existing SPF effort

Refining in-development draft of autonomies map

Mapping current LA autonomies (*next slide*) and are developing a hypothesis on future autonomies

Working hypothesis on four functional areas for networks

Developing hypotheses/ options on network types and counts



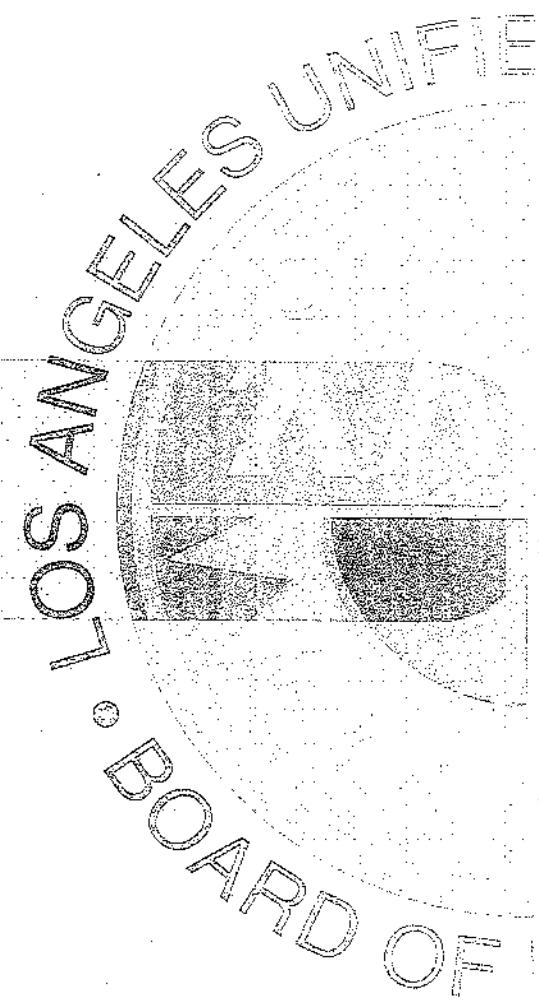
LA Unified has a variety of school autonomy models currently, which we can use to inform future autonomy decisions.

LAUSD Autonomy School Models	Types of Autonomy	What Are They? And How They Are Established?
Pilot Schools	<ul style="list-style-type: none">• Staffing• Budget• Curriculum & Assessment• Governance• School Calendar/scheduling	Small schools with autonomy in specific areas <ul style="list-style-type: none">• New, start-up Pilot school• Conversion - vote on the completed proposal is required. 67% of all UTLA represented staff that spend at least 50% of their time at the site• An existing charter school can decide to give up its charter and apply through the RFP process
Local Initiative Schools (LIS):	<ul style="list-style-type: none">• Governance• Staffing & Assignment• Mutual consent• Instruction• Scheduling• School Organization Budget flexibilities• Professional development• Student discipline• Health/Safety matters• *LIS Schools select from a menu of waivers	Public schools with site-based decision-making authority over areas they have selected. Requires two faculty votes <ul style="list-style-type: none">• Petition vote: 50% faculty and 1 UTLA vote• 60% of full-time staff
Expanded School Based Management Model (ESBMM):	<ul style="list-style-type: none">• Staff Selection• Budget• Curriculum & Assessment• Professional Development• School Schedules• Governance	<ul style="list-style-type: none">• Public schools with site-based decision-making authority that operate through an agreement with UTLA• Vote on the completed proposal is required. 67% of all UTLA represented staff that spend at least 50% of their time at the site
Partnership and LA Promise Fund School	<ul style="list-style-type: none">• Governance• Budget• Curriculum• Staffing• Professional Development	<ul style="list-style-type: none">• MOU with the District

- Potential Autonomy Paths:**
1. Retain current LA Unified autonomy models and layer in network support structure
 2. Eliminate or modify some autonomy models
 3. *Cohere all existing autonomy models as part of overall Reimagining effort*

LOS ANGELES UNIFIED SCHOOL DISTRICT

APPENDIX





What else we've heard from educators in the field

Deeper dive on hiring and budget flexibility for school leaders

- "Must place" staff create a significant barrier to serving students effectively
- Many principals don't know how to use flexible resources/funding currently and don't have a gameplan to guide priorities for resource allocation
- A talent pipeline of high-quality educators to become principals, teachers, and principal/teacher coaches would have a dramatic impact on student learning in LA Unified.

Things to start

- Collaborative planning time for teachers was mentioned frequently, and ERS study (June 2018) noted that LA Unified has much less than comparison districts.
- Having a full-time nurse (rather than PT/sharing nurse) for every school came up frequently; FT AP mentioned as well but less so than nurse
- Teacher evaluation process noted as cumbersome and not differentiated/triaged based on performance

Things to keep

- Restorative justice/positive behavior support: principals noted smooth opening of schools w/ welcoming, student-centered environment
- At local district, separate directors (principal supervisors) for instruction and operations
- From central office: data systems (Schoology, MSIS, My Data); HR processes like payroll; OGC

Need for connection and community across levels in LA Unified

- There's a need for seeing each individual's work as part of broader effort and shared vision.
- Educators mentioned a disconnect between levels and need for healing.

Emerging "Quick Wins"

Provide school leaders with a flexible fund (e.g. to pay for incentives to increase attendance)

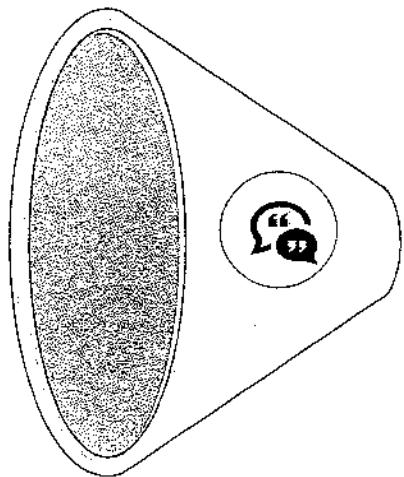
Find ways to create a drumbeat of celebration for effective educators and the work they do every day

Continue to streamline communications to school leaders from central office through



What does the work look like to get to the “ideal state”?

INPUT

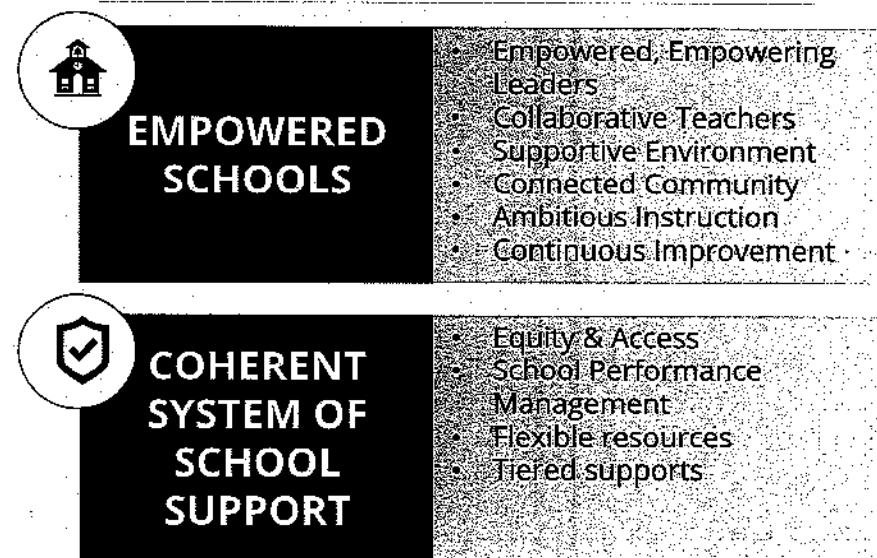


Internal and external
(including community)
engagement



Internal Design Team
Integrating, Synthesizing, and
Accelerating Design of
Reimagined LA Unified Model

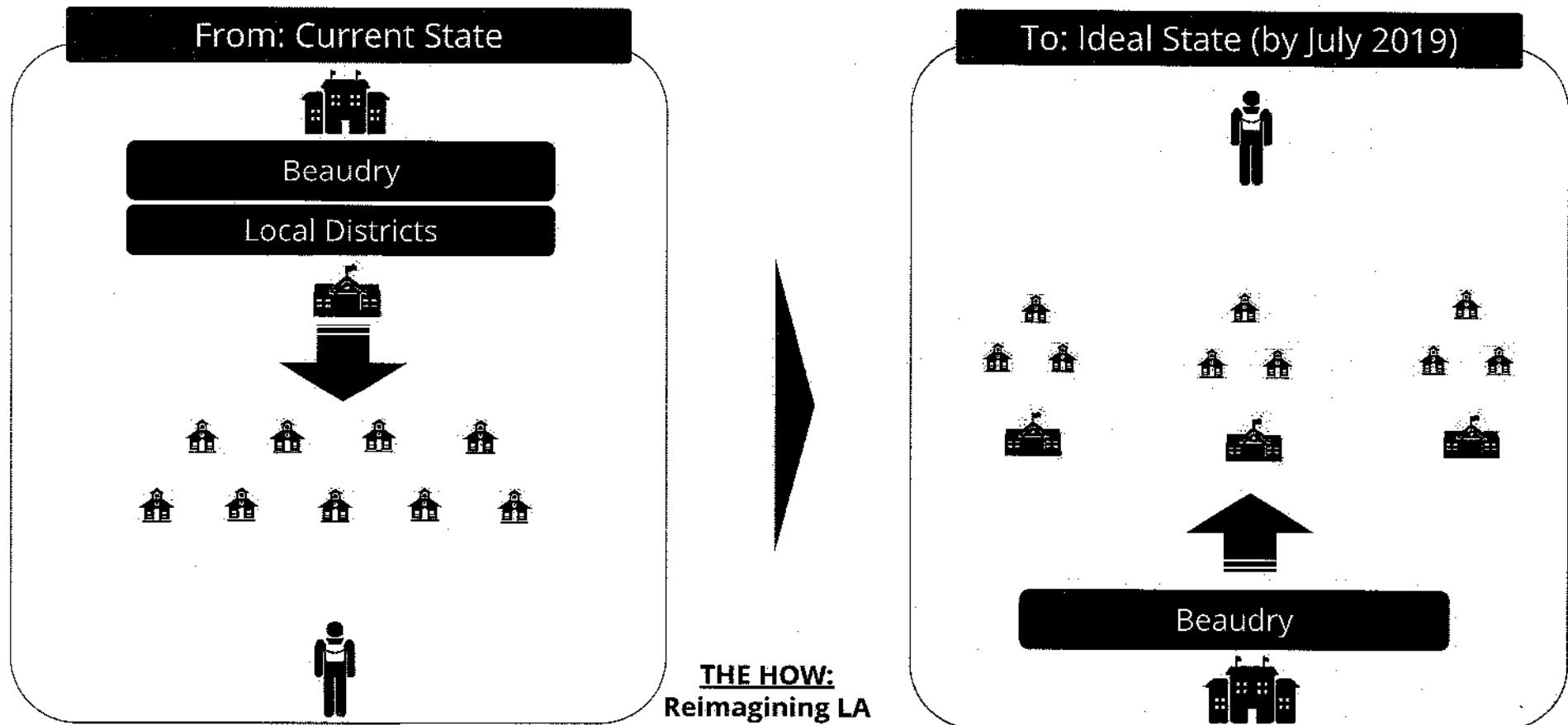
OUTPUT



(REIMAGINED LA UNIFIED)



Flipping the Model: Schools as the Unit of Change





What Does a Successful School Need and What Does Autonomy Mean for an LA Unified School?

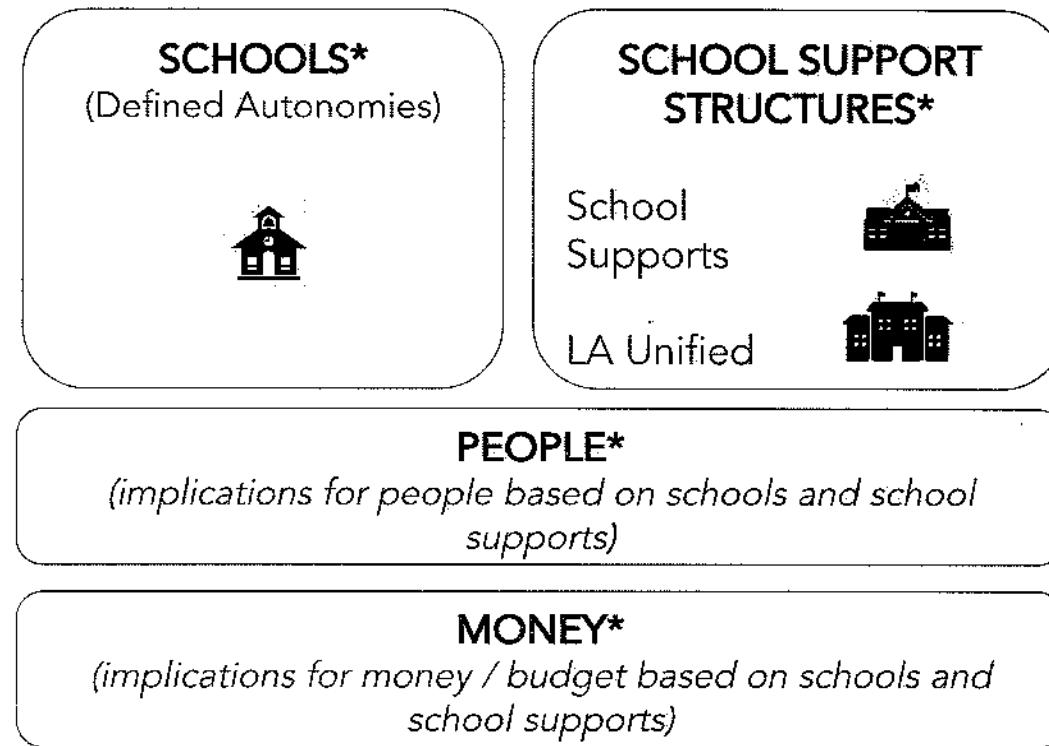
*Informed by significant educator input
with more to unpack in the weeks ahead*

People	Time	Money	Program
<ul style="list-style-type: none">• Staffing / hiring<ul style="list-style-type: none">◦ Educators◦ Coaching, intervention, support instructional and student support e.g. SST etc.• Staffing / placement and teaching assignments• Professional development and adult learning• Educator effectiveness	<ul style="list-style-type: none">• School schedule (blocks, periods, thematic focus etc.)• Teacher / staff planning time• School day start and end time• Building access and community activities calendar / planning	<ul style="list-style-type: none">• Instructional materials - core and supplemental; based on district academic expectations and state standards• Professional development and adult learning opportunities• Operations<ul style="list-style-type: none">◦ Purchasing (school / below certain \$\$)◦ Facilities and Custodial◦ Transportation◦ Data management and IT◦ Health Services	<ul style="list-style-type: none">• Curricular scope and sequence and planning; based on district academic expectations and state standards• Formative and periodic assessment approach• Instructional materials (core and supplemental); based on district academic expectations and state standards• Instructional support / services – supplemental, intervention, and enrichments• Student support - attendance, discipline, safety• Special populations



What does success look like by December 2018?

Actionable and Integrated Plan



*analytics / interviews to support each of the above categories

OVERALL KEY DELIVERABLES BY DEC 2018

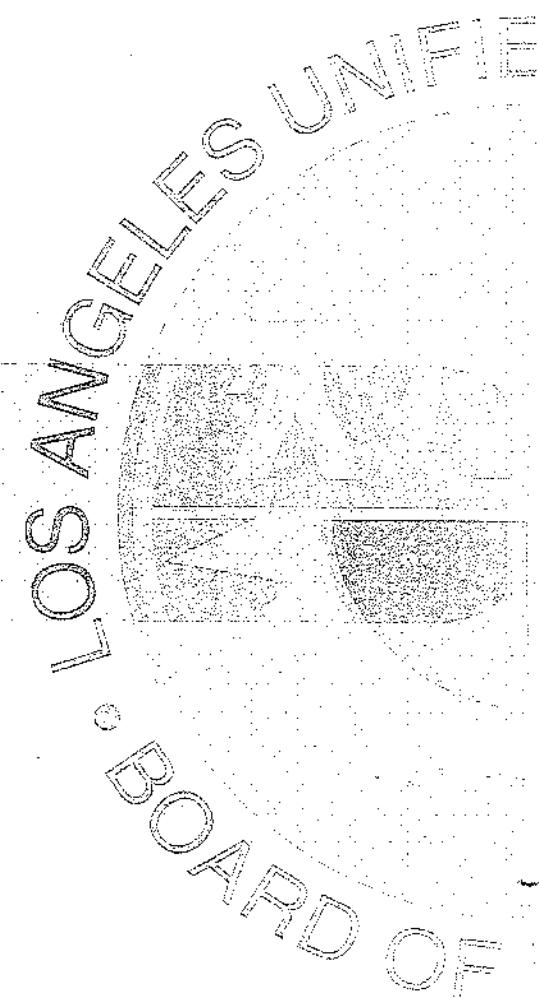
Public Plan (PDF)

Detailed LA Unified
internal plan (PDF)

Implementation plan
(xls)

LOS ANGELES UNIFIED SCHOOL DISTRICT
REIMAGINING LA UNIFIED

Realigning Schools Design Session I
August 24, 2018





Agenda

Design Session I: Focus on Schools (with Students at the Center)

Time	Item
8:00-8:15	Welcome, Introductions, and Activator
8:15-8:30	Reimagining LA Unified Overview <ul style="list-style-type: none">- Backwards mapping from success in July 2019- Focus on 30 Day Design Sprint
8:30-8:50	Initial Stakeholder Engagement (Principal Focus Group): Themes & Key Takeaways
8:50-10:00	Developing a Shared Definition of Teacher Supports, in Service of Student Success
10:00-10:15	Break
10:15-11:30	Develop a Shared Definition of Principal Supports, in Service of Student Success
11:30-12:00	Synthesize Key Takeaways, Next Steps for Design Session II, and Wrap Up

Meeting Goals:

- Accelerate on critical design components of school support structures, starting with a focus on schools, as part of the broader Reimagining LA Unified effort
- Build a shared vision of **what supports teachers need and supports school leaders need to set up students up for success**



Activator and Introductions

Call to Mind



Guiding Principles for Today

RESPECT

1. We will listen authentically to each other.
2. We will be receptive to new and different ideas or opinions of others.
3. We will allow our fellow community members to finish their thoughts before proceeding to voice our own.

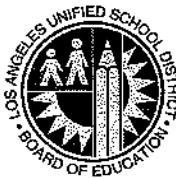
COMMUNITY

1. We will seek to work together to find ways to serve ALL our students equitably.
2. We will focus on children and families, not positions.
3. We will strive to maintain a sense of humor and find common ground with each other.

COMMITMENT

1. We will put our kids first today, and every day.
2. We will discuss sensitive issues.
3. We will share all relevant information and explain our intentions to move the conversation forward.

Thank you for being a part of the movement to support all LA Unified kids.



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Overview of Re-Imagining Los Angeles Unified



Develop a **shared vision of student success** starting with the student and schools at the center of our work



Design a **school support system** that ensures all efforts are directly aligned to accelerating student success



Empower our educators to create innovative learning opportunities that meet the diverse needs of our Los Angeles community

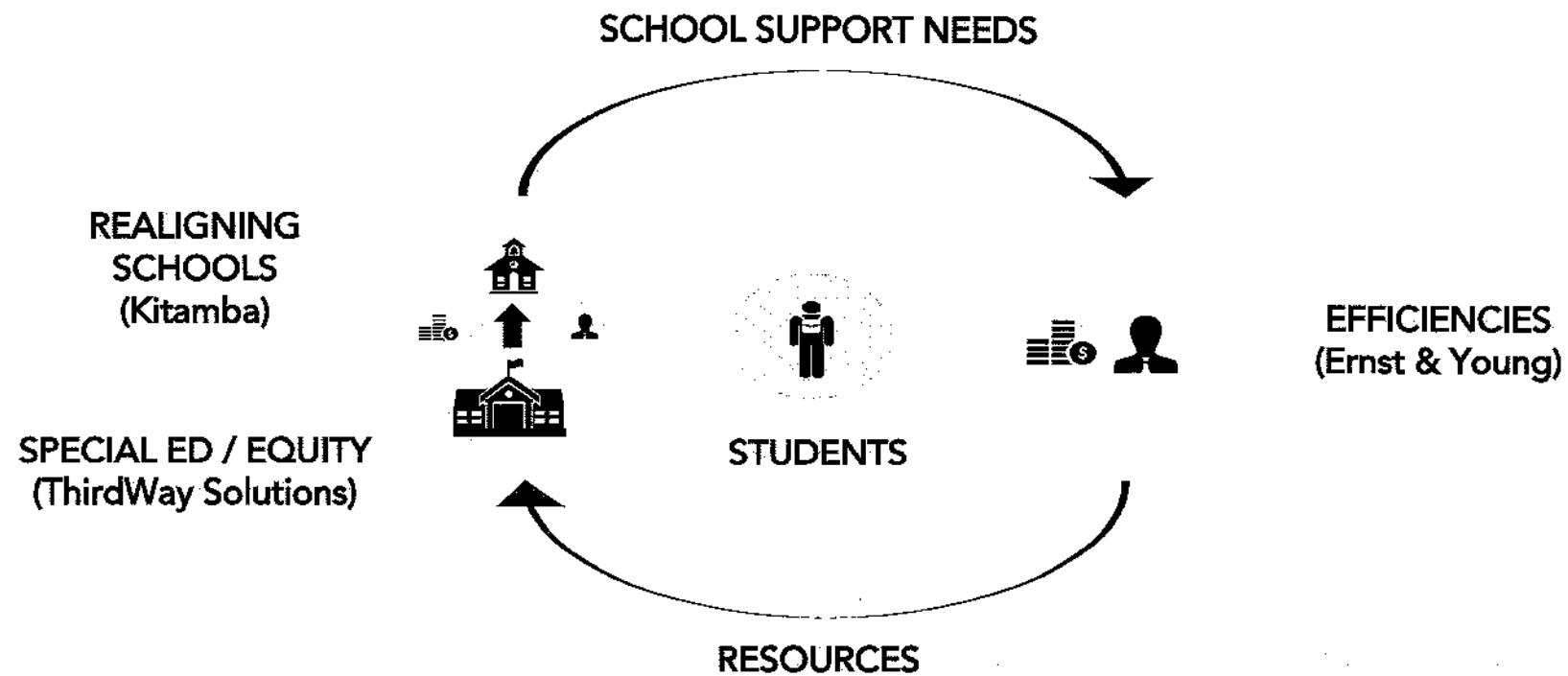


Re-envision LA Unified as a lean organization focused on equity, system-wide performance, standards & services, school support, and continuous improvement



How will we get there?

Overview of Reimagining LA Unified Workstreams



Interconnected Workstreams Across External Consulting Partners

1. Cost savings and efficiencies in the context of the 'Realigned' structure
2. Integrated implementation roadmap
3. Integrated multi-year budget impact analysis



What does success look like overall? Backwards mapping from July 2019

High Performing Set of Schools (launched by July 2019)



Schools: Groupings of schools with autonomy and clear accountability for student outcomes



School Support: Governance, talent, capacity, and support model in place to support schools in accelerating student outcomes



LA Unified: Realigned to be leaner and more efficient and effective in supporting schools





30 day proposed design sprint on system values and structure (1 of 3)

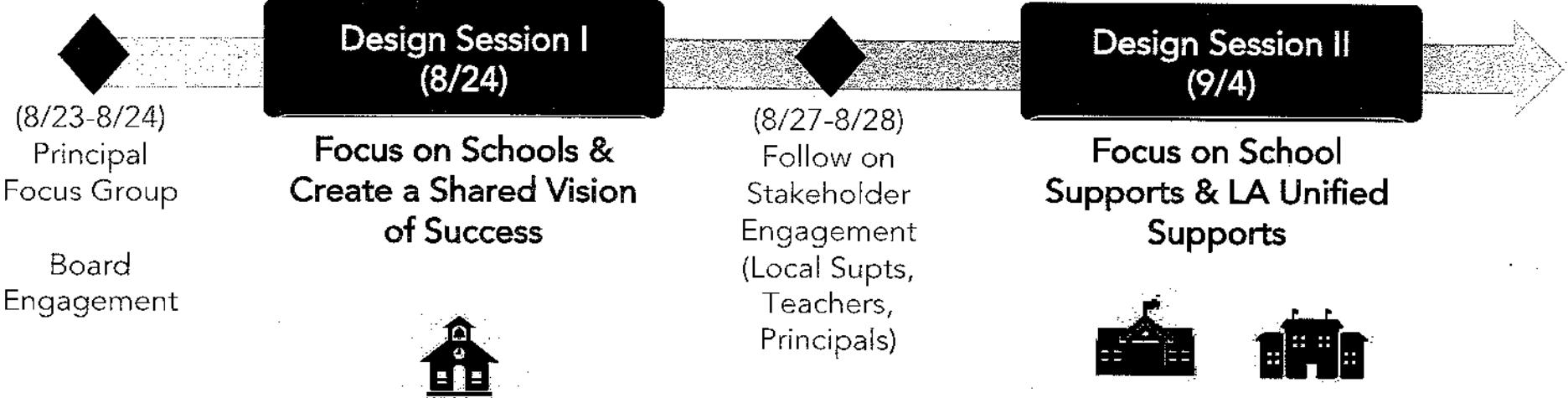
Overview

	Kickoff (8/17)	Board + Educator Engagement (8/23 + 8/24)	Work Session #1 (8/24)	Educator Engagement (8/27)	Work Session #2 (9/4)
STATUS	COMPLETE	IN PROGRESS / NEARING COMPLETION	IN PROGRESS - TODAY	IN PROGRESS / NEARING COMPLETION	NOT STARTED
GOALS	<p>Project Launch</p> <ul style="list-style-type: none"> Discuss what success looks like for a community of schools Define initial shared values (what should we keep, start, stop doing?; what does a great LA school look like?) <i>(Activities)</i> Share and align on concrete deliverables through 150 day plan (December 2018) Align on intersection of realignment strand with other reimagining strands 	<p>Principal Advisory Group & Additional Focus Groups</p> <ul style="list-style-type: none"> Get input/ different perspectives on what we should keep, start, and stop doing to inform school support design Begin generating buy-in from various stakeholder groups outside core design team 	<p>Focus on students and what a great school looks like</p> <ul style="list-style-type: none"> Review/ collect/ analyze feedback from engagement (key themes/ takeaways so far) Develop working hypothesis of what a great LA school looks like Develop shared values around what school support structures should look like <p>(4 hour session)</p>	<p>Additional Principal & Teacher Focus Groups</p> <ul style="list-style-type: none"> Get additional input/ different perspectives on what we should keep, start, and stop doing to inform school support design Continue generating buy-in from various stakeholder groups outside core design team <p>(~3 focus groups; 1.5 hour each)</p>	<p>Focus on implications for school support and LA Unified structure to accelerate student outcomes</p> <ul style="list-style-type: none"> Review themes / takeaways so far Design school support structure (e.g. staff roles, supports, decision making) Define LA Unified supports structure (including via service level agreements and tiered service options) <p>(4 hour session)</p>
ATTENDEES	LA Unified leadership + reimagining team members	<p>Principal focus group (~10 principals; 1.5 hours) (COMPLETE)</p> <p>Individual meetings with Board members (IN PROGRESS)</p>	Local Supts meeting	<p>Principal focus group (~10 principals; 1.5 hours)</p> <p>Local Supts meeting</p> <p>Teacher forum (~25 teachers from diverse areas, school types, etc.)</p>	<p>Core realigning schools team</p>

TODAY 



30 day proposed design sprint on system values and structure (2 of 3) Design Session Roadmap





LA Unified Graduate Profile

CURRENT STATE:

- A. History / Social Science
- B. English
- C. Math
- D. Laboratory Science
- E. Language Other Than English
- F. Visual & Performing Arts
- G. College Preparatory Elective

FUTURE STATE:

(for discussion as part of the overall process)

Initial Working hypothesis

A-G is our "floor" or minimum set of requirements / definition of student success



30 day proposed design sprint on system values and structure (3 of 3) *Guiding Principles for Design*

Below outlined are proposed guiding principles to inform our design decisions today and throughout this process.

1

Is this better for children?

2

Does this empower educators to focus as educators and instructional leaders?

3

Is this feasible (coherent, cost neutral, and actionable)?



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Principal Focus Group: Themes & Key Takeaways (1 of 2)

- Students first
 - Student interests > adult interests
 - Flexibly (efficiently, effectively, equitably) meeting the diverse needs of ALL students
- Principals as empowered instructional leaders
 - Hiring / Staffing
 - More flexibility in the budget
 - More time to focus on instruction
- Success in spite of system, not because of it
 - Too many constraints (that take up significant time to manage)
 - Positive behavior supports
- Celebrating educators and supporting the work they do every day
- Inspirational goals for Reimagining LA Unified work
 - Setting the standard across the state / nation
 - Growing enrollment
 - Closing achievement gaps & raising achievement for ALL students (equity) / meeting the needs of all our students

"Take care of the basics (e.g. operations, facilities) so I can take care of the rest"



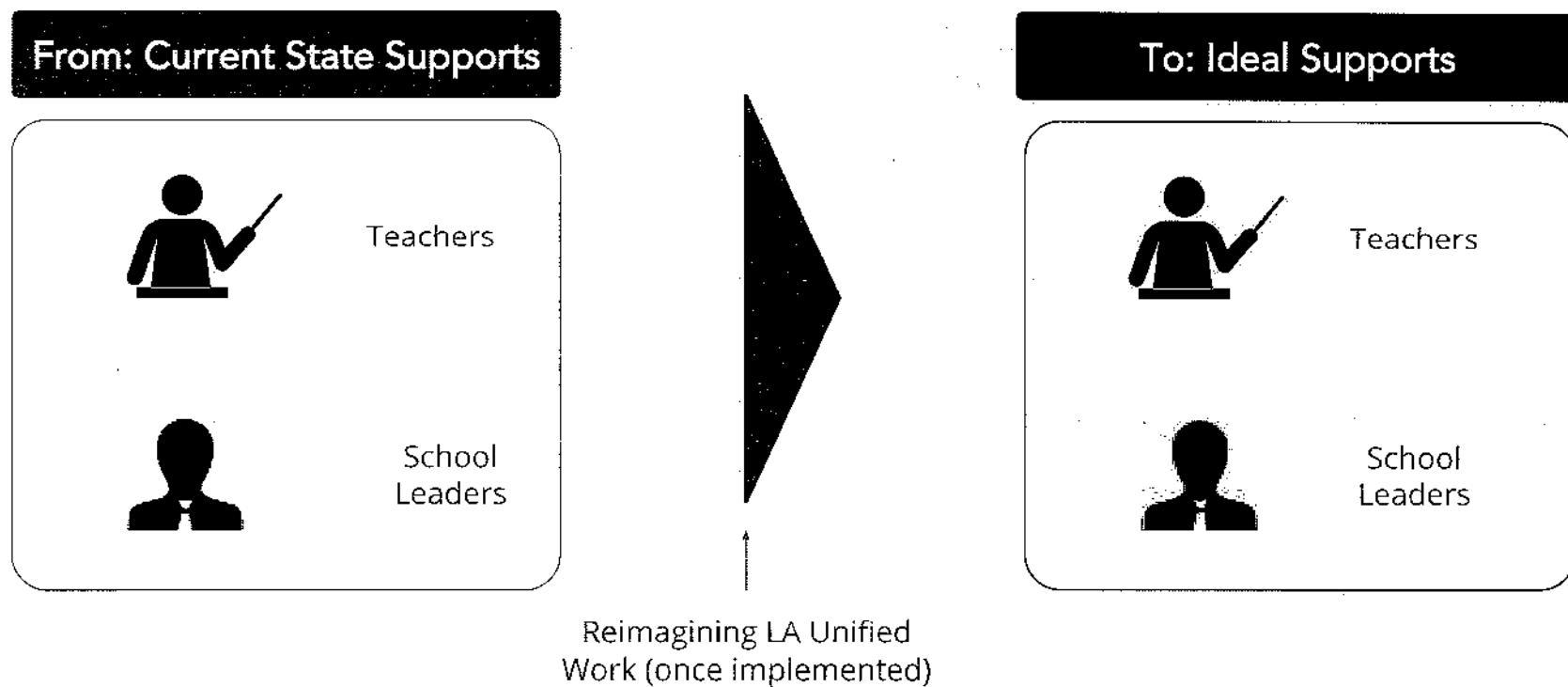
Principal Focus Group: Themes & Key Takeaways (2 of 2)

	KEEP	STOP	START (EARLY FINDINGS)
Schools	<ul style="list-style-type: none">• Welcoming environment for parents & families• Community engagement• Instructional supports• School security• Autonomies currently in place	<ul style="list-style-type: none">• Insufficient staffing (e.g. half time AP)• Spending significant time on compliance / operations vs instruction	<ul style="list-style-type: none">• Positive Behavior Supports (catalyzed by increased resources / support)
Local District	<ul style="list-style-type: none">• Decentralized leadership• Staff relations• Support (fiscal, operations, etc.)• Networking / facilitating meetings across principals	<ul style="list-style-type: none">• Limited supports (e.g. one director to thirty schools)• Long turnaround for operations / facilities support	<ul style="list-style-type: none">• Principal leadership training / support
LA Unified	<ul style="list-style-type: none">• Free meals; credit recovery• Broad mandate on restoring justice• Unified Enrollment, MISIS, etc.• Operations support (employee recruitment & payroll; legal support, etc)	<ul style="list-style-type: none">• Constraints (hiring, budgets, events, purchases, evaluation, operations)• Lack of social & emotional support for schools (counselors, nurses, etc.)	<ul style="list-style-type: none">• Provide resources for AP at every school



What We Hope to Accomplish Today: Developing a Shared Vision of Teacher and School Leader Supports

Our focus for today's session is to define the current state and future/ideal state for teacher level and school leader level supports.





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Developing a Shared Vision of Teacher Supports, in Service of Student Success

What resources and supports **SHOULD** teachers have to accelerate student success?



Developing a Shared Vision of Teacher Supports, in Service of Student Success

What resources and supports do teachers
CURRENTLY have to accelerate student success?



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Developing a Shared Vision of Principal Supports, in Service of Student Success

What resources and supports **SHOULD** principals have to accelerate student success?



Developing a Shared Vision of Principal Supports, in Service of Student Success

What resources and supports do principals CURRENTLY have to accelerate student success?



Developing a Shared Vision of Teacher & Principal Supports, in Service of Student Success

- Use your orange post its to “vote” on the top five ideas that you would like to see as top priorities across all the categories
- 5 votes (~~one per category~~) per person



Agenda

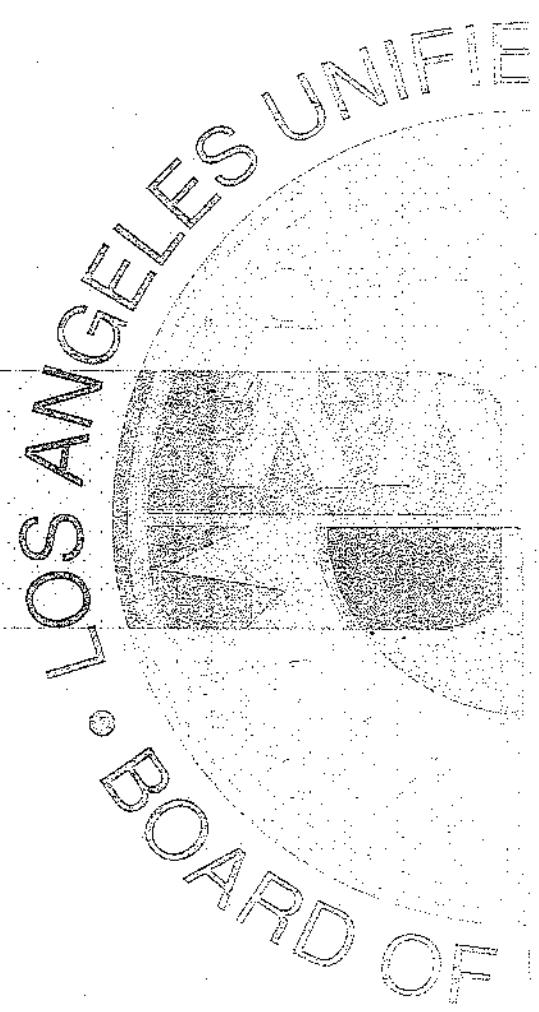
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LOS ANGELES UNIFIED SCHOOL DISTRICT

APPENDIX

Confidential Working Draft for Discussion





What does success look like by December 2018?

Actionable and Integrated Plan

SCHOOLS*
(Defined Autonomies)



SCHOOL SUPPORT STRUCTURES*

School
Supports



LA Unified

PEOPLE*
(implications for people based on schools and school supports)

MONEY*
(implications for money / budget based on schools and school supports)

*analytics / interviews to support each of the above categories

OVERALL KEY DELIVERABLES BY DEC 2018



Public Plan (PDF)

**Detailed LA Unified
internal plan (PDF)**

**Implementation plan
(xls)**



Agenda

Overview of Reimagining LA Unified

Efficiencies Work Stream – Ernst & Young

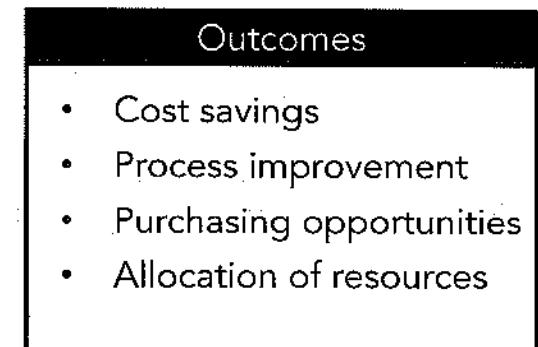
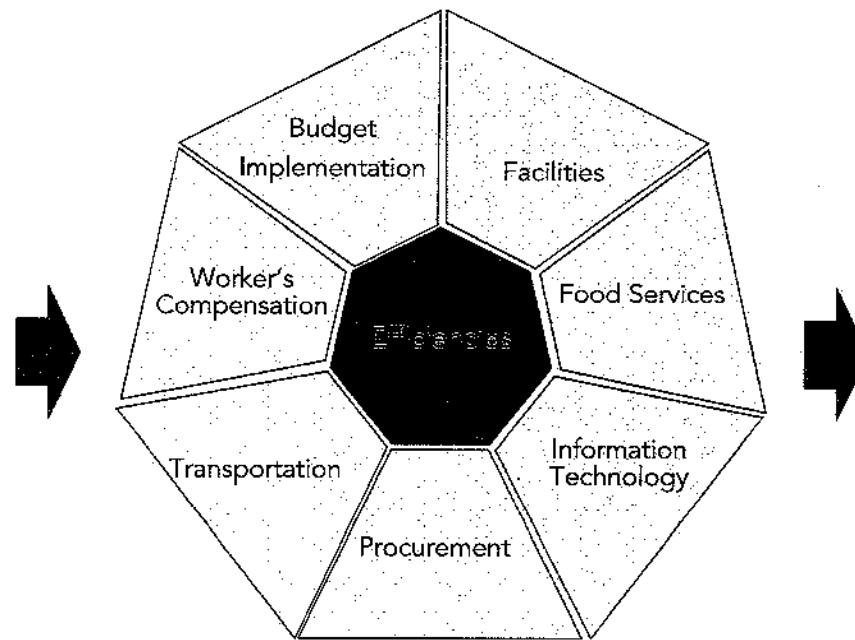
Realigning Schools Work Stream - Kitamba

Special Education/Equity Work Stream – ThirdWay Solutions

Engagement Strategy



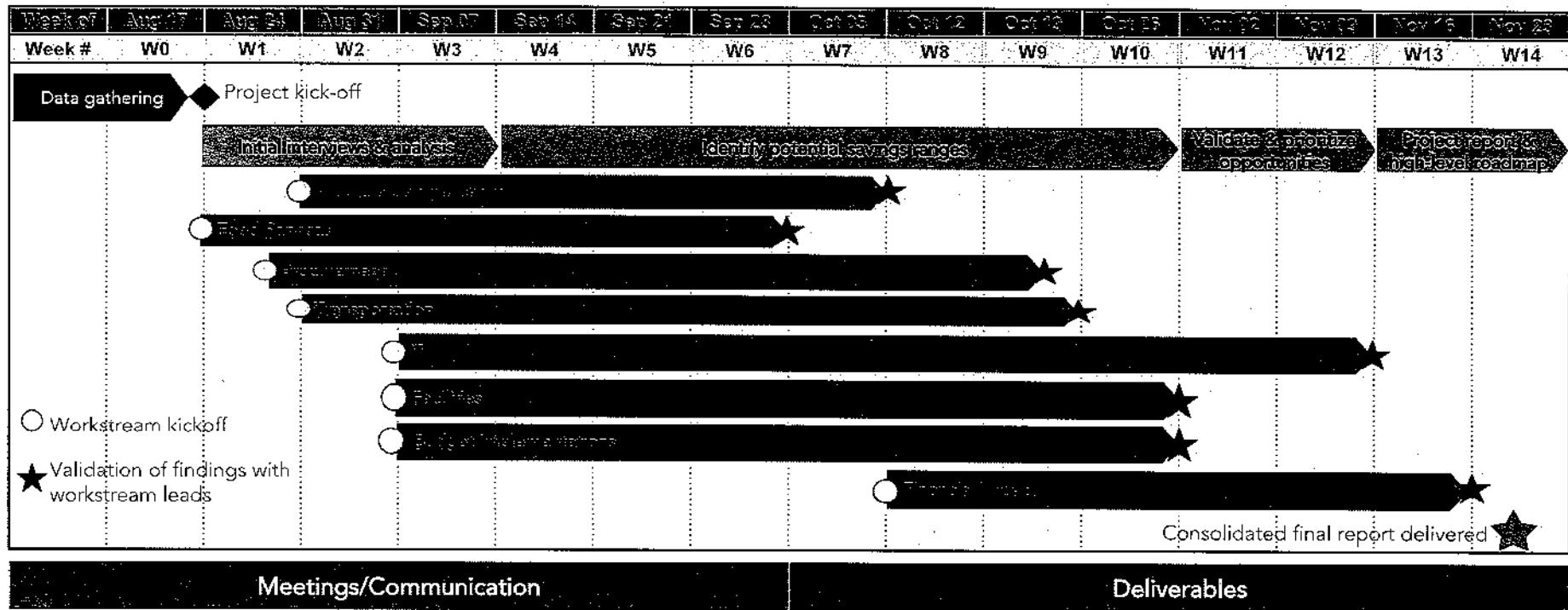
The Efficiencies work stream will focus on identifying potential savings across 7 functional areas and developing a high-level implementation plan



The **Efficiencies** work stream will also work to develop a financial impact analysis illustrating the budget implications of both the identified potential cost savings and the reimaged school structure



Kick-off of the 7 workstreams will be staggered over a 3 week period commencing August 20, subject to data and personnel availability



Meetings/Communication

- Periodic, interim updates
- Validation of preliminary findings with functional / workstream leads
- Reimagining Partners:** Weekly meetings with project leadership
- Steering Committee:** Bi-weekly meetings with senior stakeholders
- Foundations:** 2-3 interim, update meetings

Deliverables

- Consolidated final report including:
 - Potential cost savings
 - Recommendations based on size, complexity and timing
 - High-level, cost implementation plan
- Financial impact analysis of cost savings and reimaged school structure



Agenda

Overview of Reimagining LA Unified

Efficiencies Work Stream – Ernst & Young

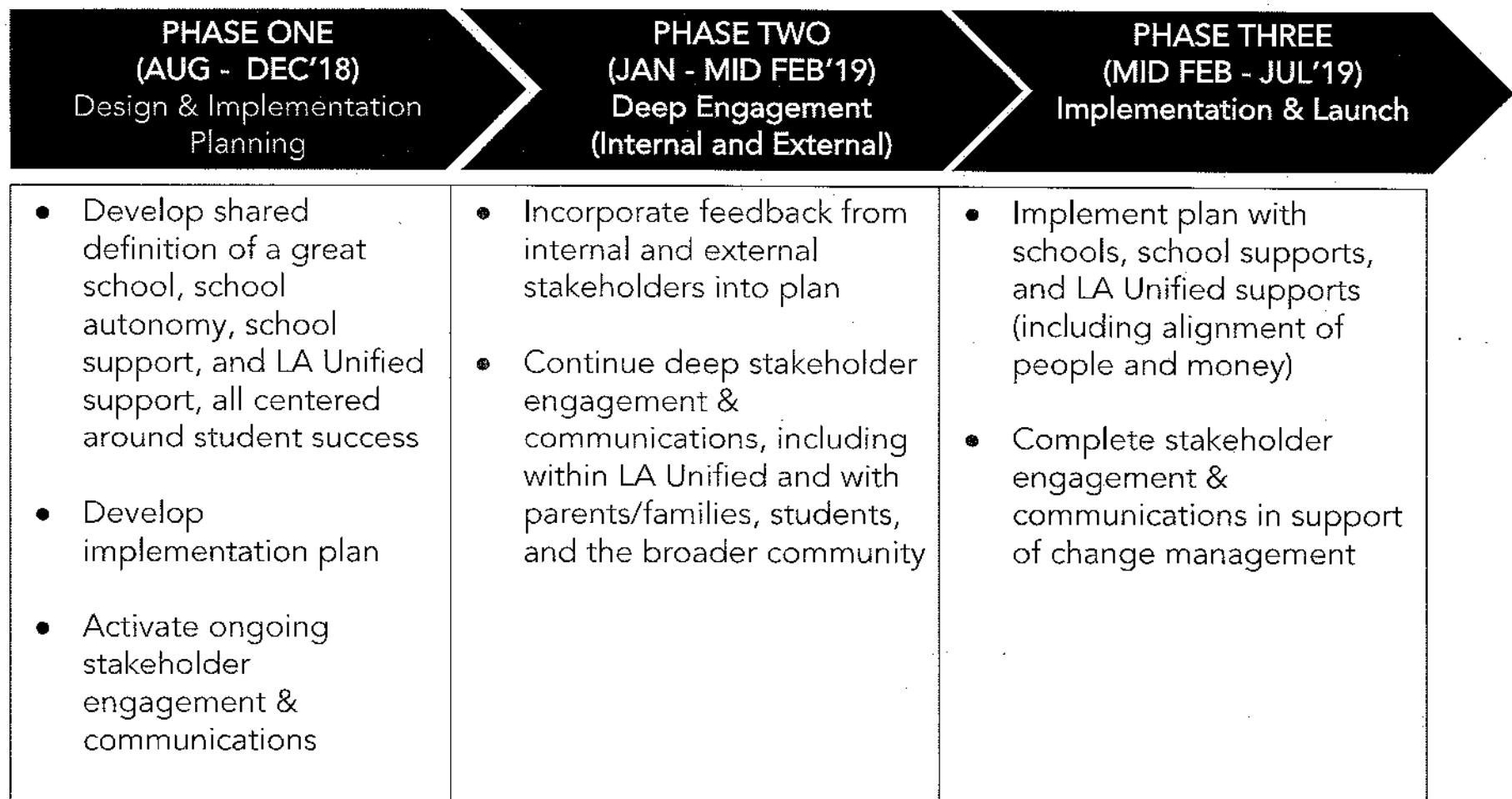
Realigning Schools Work Stream - Kitamba

Special Education/Equity Work Stream – ThirdWay Solutions

Engagement Strategy



Realigning Schools: How will we get there? *High Level Roadmap Through July 2019*





Agenda

Overview of Reimagining LA Unified

Efficiencies Work Stream – Ernst & Young

Realigning Schools Work Stream - Kitamba

Special Education/Equity Work Stream – ThirdWay Solutions

Engagement Strategy



Special Education / Equity Overview



Student Inclusion Pilot

- Continuum
- Align IEPs
- Align Staffing
- Capacity Building
- Family Engagement



School Support Pilot

- Coherent framework
- On-site support and coaching
- Changing behavior escalation protocols



Streamline Compliance

- One-stop portal
- School and network dashboards
- School focus groups
- Promising practices

PLAN TO SCALE



Agenda

Overview of Reimagining LA Unified

Efficiencies Work Stream – Ernst & Young

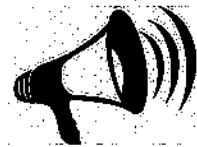
Realigning Schools Work Stream - Kitamba

Special Education/Equity Work Stream – ThirdWay Solutions

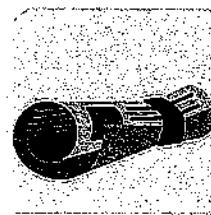
Engagement Strategy



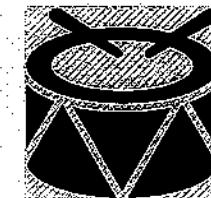
Engagement Strategy: Primary Tactics



Engage stakeholders in the change.



Generate a common set of facts to convey the case for change.



Create a steady drumbeat of positive press to tell the Los Angeles Unified story.

Guiding Question for Discussion:

- What are the top 2-3 community organization(s) should we prioritize for engagement throughout this effort (and when)?
- Who else should we engage with?



How will we get there?

Reimagining LA Unified Work Streams and Detailed Scope

Summary Scope of Work - Phase 1: August 2018 – November/December 2018

Realigning Schools (Kitamba)	Efficiencies (EY)	[Special Education/Equity] (ThirdWay Solutions Group)
<ul style="list-style-type: none">Define Great Schools and design school support structureDefine school support governance and align to resource allocation effortsDefine school & LA Unified support servicesDevelop internal LA Unified and external community communications approachDevelop high level integrated implementation roadmap for Jan 2019 – July 1, 2019Complete implementation planning and pre-workDevelop school support launch materials (staffing & support)	<ul style="list-style-type: none">Identify potential cost savings across:<ul style="list-style-type: none">FacilitiesFood ServicesInformation TechnologyProcurementTransportWorkers CompensationBudget ImplementationIdentify the risks and opportunities associated with the cost savings opportunitiesDevelop an implementation plan/roadmap including quick wins, near term and mid-to-long term opportunities based on priorities established by managementDevelop a multi-year Budget forecast to reflect the financial impact of identified potential cost savings and reimagined school structure	<ul style="list-style-type: none">Shift from programs to a continuum that is least restrictive (define continuum; build awareness and buy-in - identify pitfalls; realign IEP process; student assessment and school staffing models to continuum of supports; envision new support model as a result of two pilots)Shift from SPED being managed by LA Unified to schools taking responsibility (what needs to be true for SGS to equal better results for ALL kids? ground-up staffing vision with equity in mind; work with Kitamba / EY to map existing teams onto new structures)Shift from compliance being at the center to access to core content and high quality student supports (network dashboard for SPED compliance & quality; one-stop compliance portal and streamlined training; contribute to school-based performance framework with equity and improved outcomes)

Interdependent Work

- Cost savings and efficiencies in the context of the 'Realigned' structure
- Integrated implementation roadmap
- Integrated multi-year budget impact analysis



Efficiencies

Summary of efficiency workstreams scope of work

Functional Area	Summary of Workstream
Facilities	<ul style="list-style-type: none">Benchmark current facilities, maintenance and operations costs using EY's proprietary databaseAnalyze maintenance and operations spend to identify efficiency and cost saving opportunitiesReview operational KPIs and SLAs for improvement opportunities
Food Services	<ul style="list-style-type: none">Analyze food purchasing categories to identify efficiency and cost reduction opportunitiesReview the volume of meals served, associated commodity and personnel costsIdentify key drivers of deficits in Food Services and develop a cost saving opportunities list
Transportation	<ul style="list-style-type: none">Assess fleet and vendor procurement policies to identify cost reduction opportunitiesIdentify efficiency opportunities through analyzing scheduling approaches and utilizationsAssess impact of Special Ed / IEP requirement on cost of service delivery
Procurement	<ul style="list-style-type: none">Conduct category spend analysis for all in-scope spendingIdentify potential areas of improvements in procurement practices in Competition, Negotiations, Contracting, Supplier managementAssess and quantify potential cost savings range from various executable levers identified
Information Technologies	<ul style="list-style-type: none">Identify and assess IT cost savings opportunities, considering (i) standardization (ii) assets and services (iii) shifting spend to external partners (iv) other areas identified during kickoffCollaborate with procurement, ITD and local districts to develop approach and practice within each of the areas identified
Workers' Compensation	<ul style="list-style-type: none">Conduct current state assessment of organizational resources, policies and procedures to manage workers' compensation claimsConduct a review of a sample of claims against industry leading practice claims managementReport on the results of the operational assessment and claim review
Budget Implementation	<ul style="list-style-type: none">Assess budget implementation processes and policies to identify improvements in the budget function, systems effectiveness and related processesEvaluate current organizational structure in context of the end-to-end budget process
Financial Impact	<ul style="list-style-type: none">Develop a high-level multi-year budget forecast with management to quantify the estimated financial impact of the Reimagined Schools cost structure and potential additional operational efficiencies identified in previously mentioned functional areasPrepare high-level sensitivity analyses on specific scenarios determined in conjunction with management

Throughout the duration of this work EY will provide periodic, interim updates on status along with preliminary, draft findings.

At the conclusion of this work EY will provide a written report outlining findings, recommendations and a high-level implementation plan..



Realigning Schools: How will we get there?

Key Shared Deliverables (August – December'18)

Below outlined are our key shared deliverables for the next 120 days (through December'18).

August	September	October	November	December
<ul style="list-style-type: none">• Complete first design sessions and initial stakeholder engagement & present synthesis / findings (ppt)	<ul style="list-style-type: none">• Complete second design sessions and continue stakeholder engagement & present synthesis / findings (ppt)• Complete budget analysis (ppt of findings)• Complete performance analysis (ppt of findings)	<ul style="list-style-type: none">• Develop initial shared definition of what a great school looks like (informed by listen and learn tour; ppt)• Design tiered service options for System of Great Schools (ppt)	<ul style="list-style-type: none">• Share initial plan draft for feedback	<ul style="list-style-type: none">• Share final plan draft (detailed and public version)• Share implementation plan (xls)



Realigning Schools: How will we get there?

Looking Ahead: January – July'19 Working Draft Timeline of Activities

January	February	March	April	May	June	July
<ul style="list-style-type: none">• Hire Systems of Great Schools staff• Activate deep community engagement	<ul style="list-style-type: none">• Complete business planning and support processes for SGS• Complete materials / planning for school affiliation process (e.g. guide / manual for school autonomies)	<ul style="list-style-type: none">• Launch school affiliation process	<ul style="list-style-type: none">• Complete school affiliation process• Activate talent strategies to ensure strong pipelines of SGS and school level staff	<ul style="list-style-type: none">• Execute performance contracts between SGS and schools• Provide ongoing coaching, training, and support to SGS staff	<ul style="list-style-type: none">• Complete resource allocation process to schools and SGS• Complete materials and guides to support students and families with the transition to SGS structures	<ul style="list-style-type: none">• Continue deep community engagement and prep SGS and schools for August 2019 launch



[Special Education / Equity]: How will we get there?

Key Shared Deliverables (August – December'18)

Below outlined are our key shared deliverables for the next 120 days (through December 18).

August	September	October	November	December
<ul style="list-style-type: none">Define overall goals and scope of SPED/equity workEnvision pilots - scope, goals, and possible pitfallsBegin to assemble team to support pilots	<ul style="list-style-type: none">Solidify timeline, goals, and scope of pilotSolidify team to support pilotBegin “plan to scale” work (IEP 2.0, staffing, compliance, accountability, capacity needed)	<ul style="list-style-type: none">School-based meetings - faculty and familiesFoundational work for pilotsContinue plan to scale work (IEP 2.0, staffing, compliance, accountability)	<ul style="list-style-type: none">School-based meetings — faculty and familiesPilot specifications finalizedContinue plan to scale work (IEP 2.0, staffing, compliance, accountability)	<ul style="list-style-type: none">School-based meetings — faculty and familiesComplete operational readiness for pilotsContinue plan to scale work (IEP 2.0, staffing, compliance, accountability)



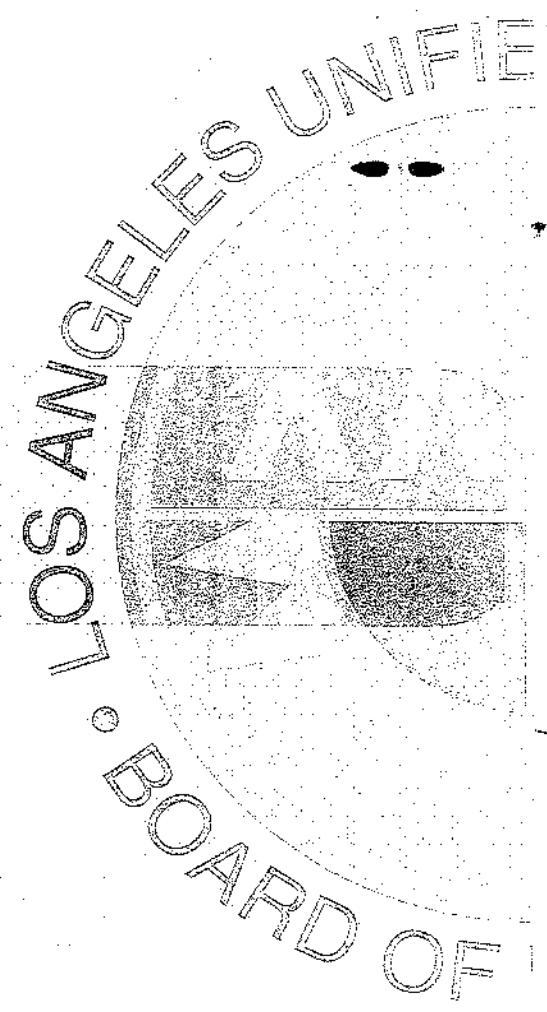
[Special Education/Equity]: How will we get there?

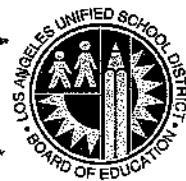
Looking Ahead: January – July'19 Working Draft Timeline of Activities

January	February	March	April	May	June	July
<ul style="list-style-type: none">• Full pilot implementation• Implement IEP 2.0, staffing, compliance, accountability in pilot sites• Begin plan to scale mapping• Initial theory of capacity development	<ul style="list-style-type: none">• Pilot implementation• Refine IEP 2.0, staffing, compliance, accountability• Continue plan to scale mapping	<ul style="list-style-type: none">• Pilot implementation• Refine IEP 2.0, staffing, compliance, accountability• Finalize plan to scale mapping	<ul style="list-style-type: none">• Pilot implementation• Finalize IEP 2.0, staffing, compliance, accountability review• Complete plan to scale mapping• Finalize plan to build capacity	<ul style="list-style-type: none">• Pilot implementation• Begin implementing plan to scale	<ul style="list-style-type: none">• Pilot lessons learned• Begin implementing plan to scale• Capacity-building system-wide	<ul style="list-style-type: none">• Pilot lessons learned• Plan to scale• Capacity-building system-wide

LOS ANGELES UNIFIED SCHOOL DISTRICT
REIMAGINING LA UNIFIED

Realigning Schools Design Session II
September 4, 2018





Meeting Goals and Agenda

Meeting Goals:

- Share findings and input from educator engagement and discuss implications for Reimagining LA Unified design effort
- Build a shared vision of **what “Empowered Schools” look and feel like and workshop critical framework components**

Agenda:

Time	Item
10:00-10:30	Welcome and Context
10:30-11:30	Deep Dive on Educator Engagement Key Themes & Takeaways; Co-Create “Empowered Schools” Framework
11:30-12:15	Lunch / Break
12:15-1:30	Workshop & Deep Dive on “Empowered Schools” Framework Components
1:30-2:00	Synthesize Key Takeaways, Next Steps, and Wrap Up



Activator and Introductions

Take a moment to call to mind a school that worked.

Consider these guiding questions:

Why did the school work?

How did you know it worked?

Please introduce yourself with your name and role.

Tell us about the school you brought to mind.



Our Guiding Principles Today Are the Same as Last Session

RESPECT

1. We will listen authentically to each other.
2. We will be receptive to new and different ideas or opinions of others.
3. We will allow our fellow community members to finish their thoughts before proceeding to voice our own.

COMMUNITY

1. We will seek to work together to find ways to serve ALL our students equitably.
2. We will focus on children and families, not positions.
3. We will strive to maintain a sense of humor and find common ground with each other.

COMMITMENT

1. We will put our kids first today, and every day.
2. We will discuss sensitive issues.
3. We will share all relevant information and explain our intentions to move the conversation forward.

Thank you for being a part of the movement to support all LA Unified kids.



Reminder of Why We Are Here: Overview of Re-Imagining Los Angeles Unified



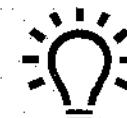
Develop a shared vision of student success starting with the student and schools at the center of our work



Design a coherent **school support system** that ensures all efforts are directly aligned to accelerating student success



Empower our educators to create innovative learning opportunities that meet the diverse needs of our Los Angeles community



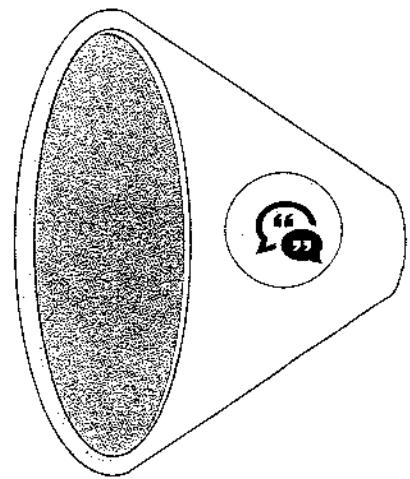
Re-envision LA Unified as a lean organization focused on equity, system-wide performance, standards & services, school support, and continuous improvement

Our goal is to create empowered, student-centered schools that are supported by a coherent, focused support system.



Design Team Helps to Integrate and Operationalize Stakeholder Input *Initial Open Ended Engagement Followed by Structured Design*

INPUT



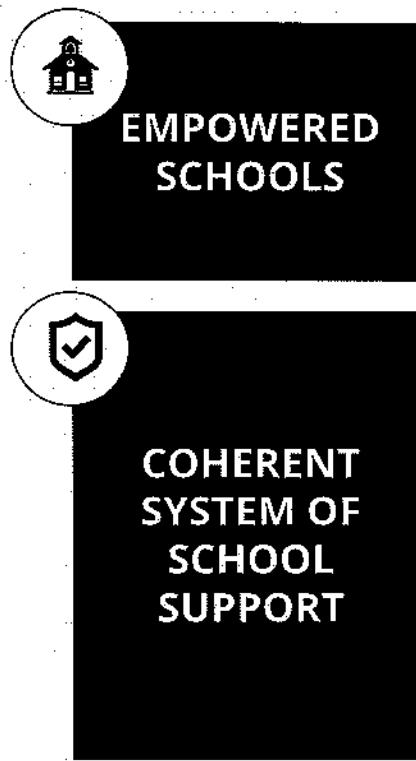
Internal and external
(including community)
engagement

DESIGN TEAM



Internal Design Team
Integrating, Synthesizing,
and Accelerating Design of
Reimagined LA Unified
Model

OUTPUT



(REIMAGINED LA UNIFIED)

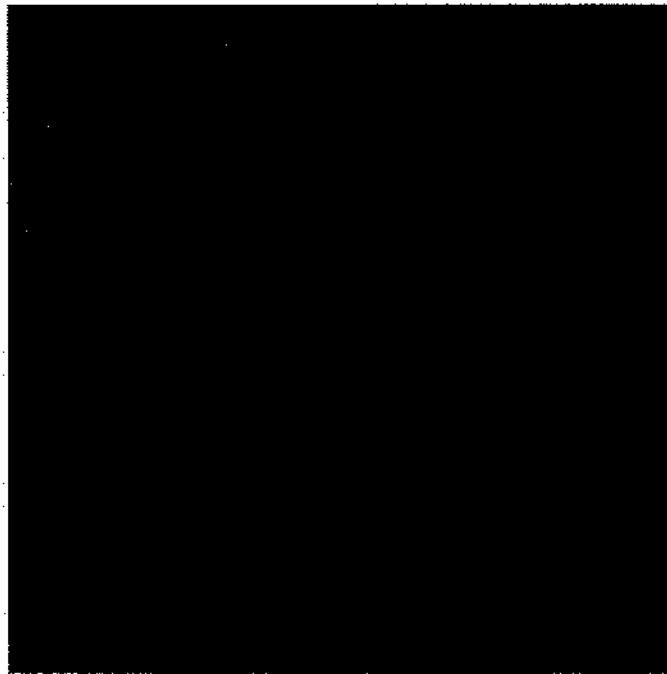


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1:30-2:00	Synthesize Key Takeaways, Next Steps, and Wrap Up



What We Heard From Educators and Staff in the Field (1 of 3)



"Tiered"

"Differentiated"

"Personalized"

**"Flexibility to meet the
diverse needs of ALL
learners"**

Educators and staff noted the importance of differentiated learning and supports for both students and adults.



What We Heard From Educators and Staff in the Field (2 of 3)

What we heard from educators and staff

Students First

- The focus of the entire system should be effectively meeting the diverse needs of ALL students. In contrast many staff described the importance that can be placed on adult needs over students'.

Principals as Empowered and Empowering Instructional Leaders

- The most consistent theme across all stakeholders was the vital role of principals as instructional leaders and creators of culture for their school communities.
- Educators and staff throughout the system described needing more flexibility particularly related to people (such as hiring "must place" educators) and money. *"I want charter-like autonomy without having to be a charter school."*
- Principals are spending much of their time on non-instructional tasks such as operations, facilities, parent concerns, and discipline.
"The other stuff has taken over the principal's job."

Need for Coherence and Simplicity

- Educators and staff described cluttered initiatives based on a "christmas tree approach," leading to duplication and conflict
- Change is not improvement and more is not always more.

Reimagined LA Unified Implications

- Create coherent system of **performance management focused on student success** for schools and for the system that supports schools.
- Empower educators** by designing the system to provide them with
 - autonomy/room to decide;
 - flexible resources;
 - differentiated supports.
- Build a coherent support system around schools as the unit of change.**



What We Heard From Educators and Staff in the Field (3 of 3)

Deeper dive on hiring and budget flexibility for school leaders

- Many principals don't know how to use flexible resources/funding currently and don't have a gameplan to guide priorities for resource allocation
- A talent pipeline of high-quality educators to become principals, teachers, and principal/teacher coaches would have a dramatic impact on student learning in LA Unified.

Things to start

- Collaborative planning time for teachers was mentioned frequently, and ERS study (June 2018) noted that LA Unified has much less than comparison districts.
- Having a full-time nurse (rather than PT/sharing nurse) for every school came up frequently; FT AP mentioned as well but less so than nurse
- Teacher evaluation process noted as cumbersome and not differentiated/triaged based on performance

Things to keep/expand

- Finding and learning from "gems" who are succeeding within the system
- Restorative justice/positive behavior support: principals noted smooth opening of schools w/ welcoming, student-centered environment
- At local district, separate directors (principal supervisors) for instruction and operations
- From central office: data systems (Schoology, MSIS, My Data); HR processes like payroll; OGC

Need for connection and community across levels in LA Unified

- There's a need for seeing each individual's work as part of broader effort and shared vision.
- Educators mentioned a disconnect between levels and need for healing.

Emerging "Quick Wins"

Provide school leaders with a flexible fund (e.g. to pay for incentives to increase attendance)

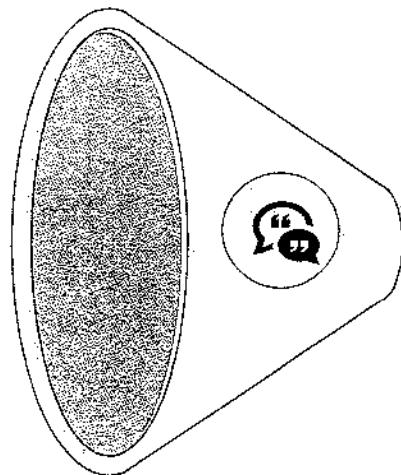
Find ways to create consistent flow celebrating effective educators and the work they do every day

Continue to streamline communications to school leaders from central office through

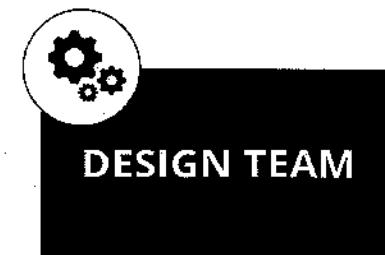


Creating an “Empowered Schools” Framework (1 of 3)

INPUT

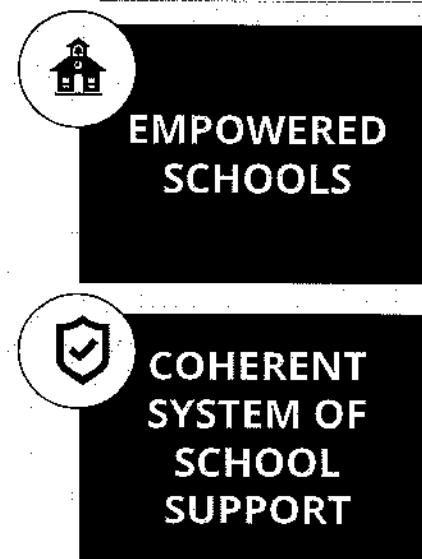


Internal and external
(including community)
engagement



Internal Design Team
Integrating, Synthesizing, and
Accelerating Design of
Reimagined LA Unified Model

OUTPUT



(REIMAGINED LA UNIFIED)

- Example Framework**
- Empowered Leaders
 - Collaborative Teachers
 - Supportive Environment
 - Connected Community
 - Ambitious Instruction
 - Continuous Improvement



Mapping Educator Input to an “Empowered Schools” Framework (2 of 3)

Proposed Framework Component	Key Themes, Takeaways, and Terms from LA Unified Educators and Staff
Empowered, Empowering Leaders	Flexibility in hiring, budget, and program to meet the needs of diverse students “I want charter-like autonomy without having to be a charter school.” Principal as creator of culture, visible face of school, teller of school’s story Principals described how much harder the principalship is now as compared with years past.
Collaborative Teachers	A lack of common planning time and need for peer supports was a common theme, and we know from recent public reports that LA teachers have less planning time than other districts
Supportive Environment	Restorative justice, Positive Behavior Supports, MTSS, Wrap-around services Maintaining safety and working facilities “The other stuff has taken over the principal’s job.” “Take care of the basics, so I can take care of the rest.”
Connected Community	Schools connected to the diverse needs of their students’ communities Educators and staff described importance of connecting with parents and with other community resources
Ambitious Instruction	Cognitively Guided Instruction, Adaptive Classroom, standards-aligned curriculum and assessments
Continuous Improvement	Using data, dashboards, and assessments to understand and accelerate student learning



"Empowered Schools" Framework Reflections and Comments (3 of 3)

In groups of two or three, consider these guiding questions:

How does this framework fit for our schools in LA Unified?

What do we like?

What might we want to tweak or change?



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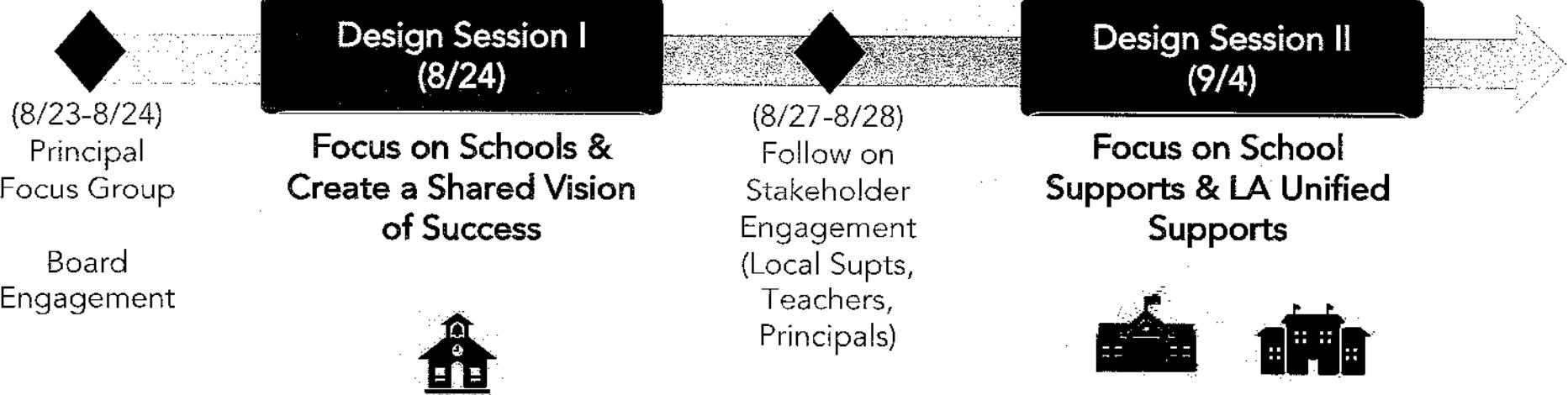


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1:30-2:00	Synthesize Key Takeaways, Next Steps, and Wrap Up <i>-Update from School Performance Framework Team</i>



Immediate Design Session Roadmap





Mapping Opportunities and Constraints by Each Component

Step 1:

Using the graphic organizer in front of you, jot down **existing opportunities and constraints for each component**



Mapping Opportunities and Constraints by Each Component

Step 2:

Now, circle perceived constraints that could be shifted with focused effort



Mapping Opportunities and Constraints by Each Component

Step 3:

Find your elbow partner. **Discuss the most important constraints and opportunities for each component.**



Mapping Opportunities and Constraints by Each Component

Step 4:

Find your small group and determine one person to scribe the group's notes on the poster paper.

Discuss, align on, and scribe the most important opportunities and constraints by component on your poster paper.



Mapping Opportunities and Constraints by Each Component

Step 5: **Gallery walk**

Take a look at the other posters in the room and as you walk around, reflect on the following:

- What are the similarities you notice?
- What are the differences?



Mapping Opportunities and Constraints by Each Component

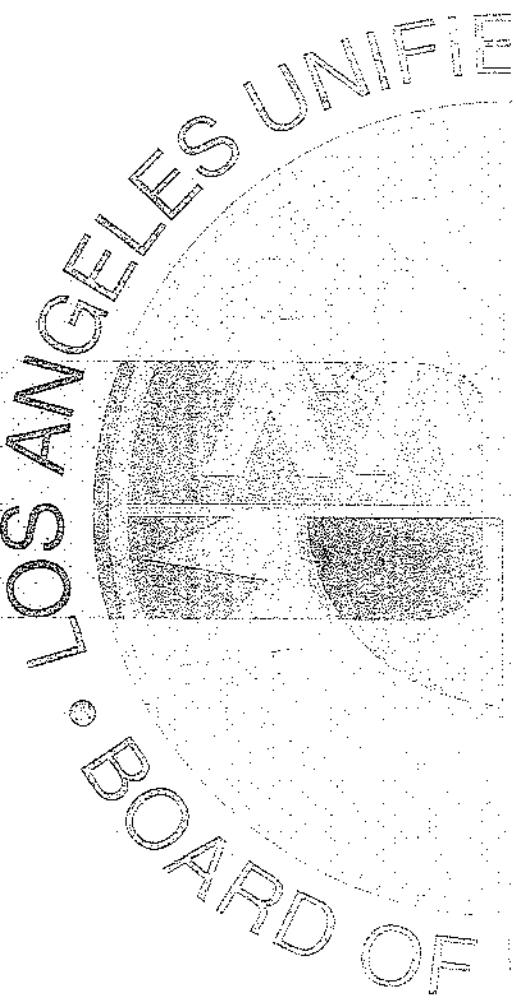
Step 6:

Whole group discussion

- What are our key takeaways for each component?
- What are our top priorities?

LOS ANGELES UNIFIED SCHOOL DISTRICT
APPENDIX

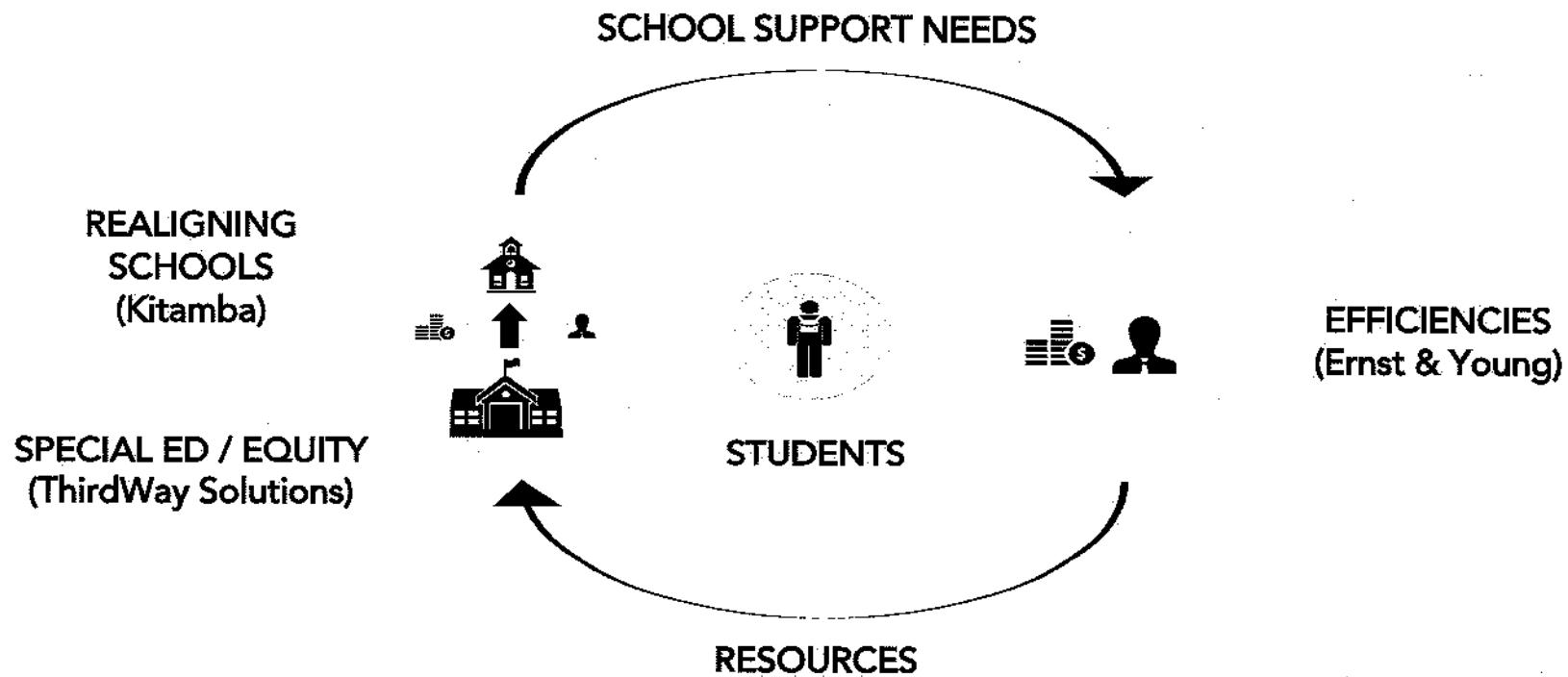
Confidential Working Draft for Discussion





How will we get there?

Overview of Reimagining LA Unified Workstreams



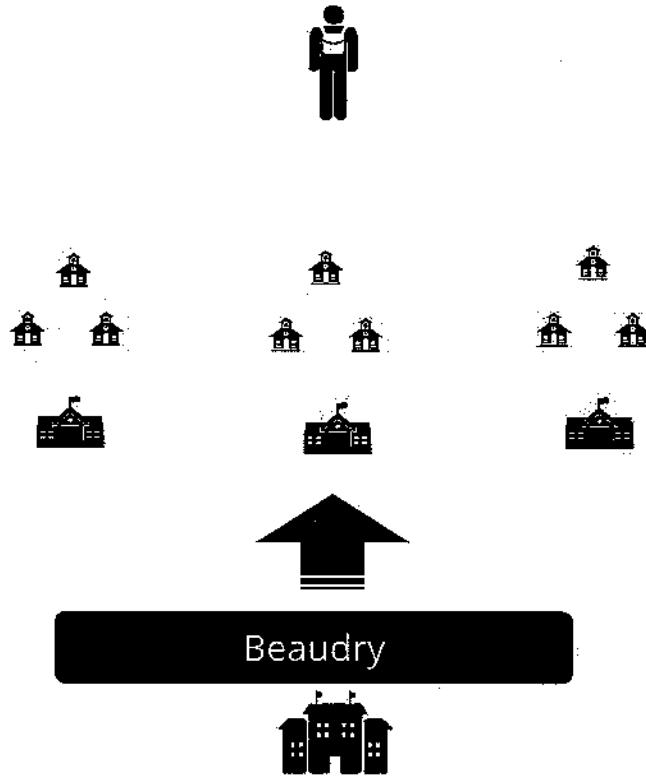
Interconnected Workstreams Across External Consulting Partners

1. Cost savings and efficiencies in the context of the 'Realigned' structure
2. Integrated implementation roadmap
3. Integrated multi-year budget impact analysis



Reimagining LA Unified: Starting with Students and Schools

Ideal State (by July 2019)



The system operationalizes a school-centered approach

Schools: Decision Making Closer to Students with a Focus on Rigorous Instruction to Drive Improvement

Networks of School Support: Differentiated and Coherent Support to Schools

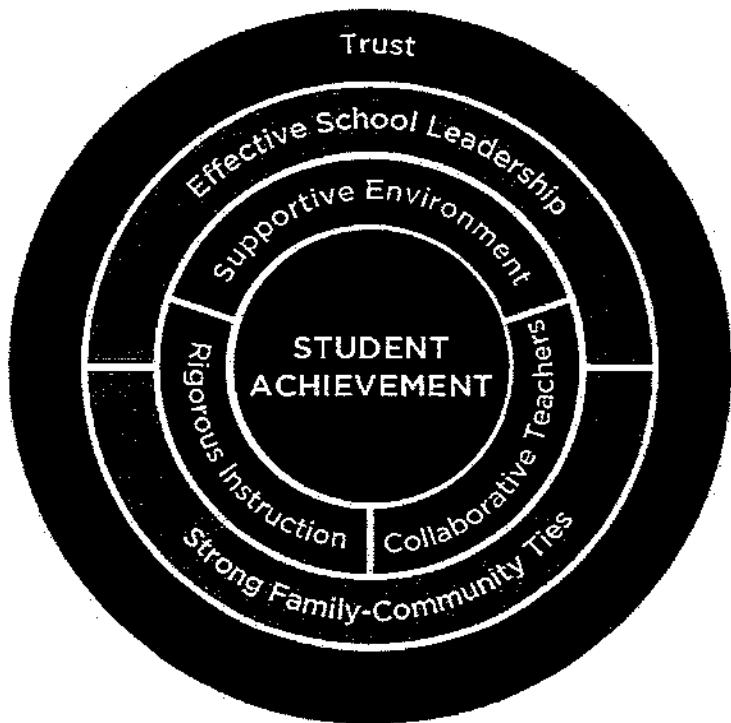
Beaudry: Focus on Equity & Access and Performance Management of the System

Continuous Improvement Model

The 5Essentials System

The 5Essentials is a research-based and practice-proven school improvement system that provides data and insight into schools' organizational strengths and areas of opportunity across the five essential factors for school improvement: Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment, and Ambitious Instruction. Researchers have found that schools strong on at least three of the five essentials were 10 times more likely to show substantial gains in student learning over time than schools weak on three or more of the five essentials. Research also shows that a persistently low score in even just one of the five essentials reduced the likelihood of improvement to less than 10 percent. The 5Essentials System is composed of:

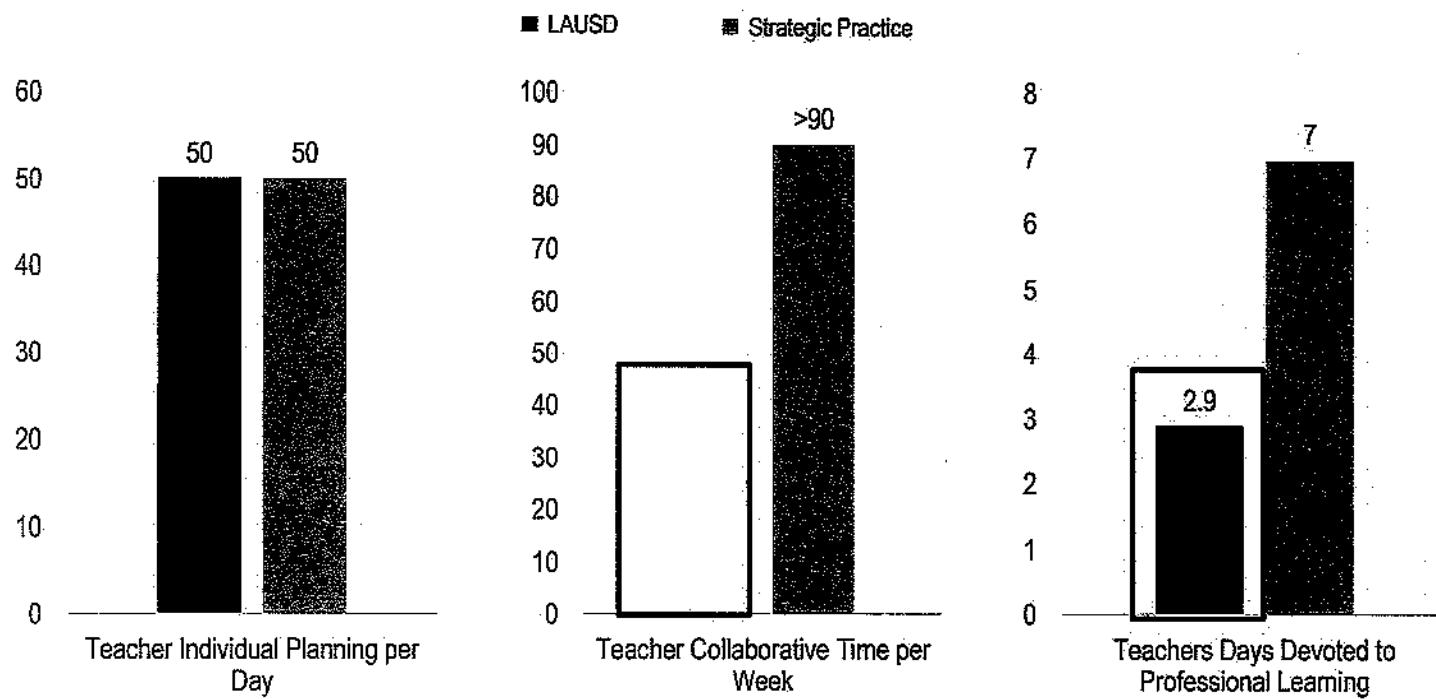
The Framework for Great Schools



The Framework for Great Schools is the primary way the Department of Education partners with our schools. At the center of the Framework is student achievement. The core goal of education is to help students get to the next level and succeed. Surrounding that core are the three elements of student support: instructional guidance, teacher empowerment, and student-centered learning. Beyond the classroom, we need effective school leadership and strong parent-community collaboration.

LAUSD teachers are required to devote little time to professional learning annually; LAUSD has the opportunity to extend the teacher workday to create space for collaborative planning and development

Teacher Professional Learning in LAUSD* Compared to Strategic Practice



Note: *Based on required practice as indicated by the UTLA-LAUSD agreement

Source: LAUSD Collective Bargaining Agreement; ERS analysis, "Igniting the Learning Engine" Education Resource Strategies, 2017



RECAP: Guiding Principles for Design Sprint

Below outlined are proposed guiding principles to inform our design decisions today and throughout this process.

1

Is this better for children?

2

Does this empower educators to focus as educators and instructional leaders?

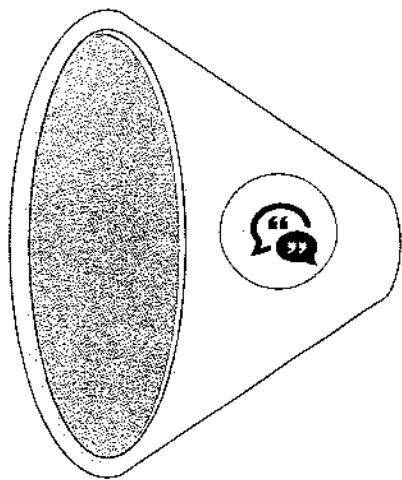
3

Is this feasible (coherent, cost neutral, and actionable)?



What does the process look like to get to our “ideal state”?
Initial Open Ended Engagement Followed by Structured Design

INPUT



Internal and external
(including community)
engagement



DESIGN TEAM

OUTPUT



EMPOWERED SCHOOLS



COHERENT SYSTEM OF SCHOOL SUPPORT

Example Framework

- Empowered Leaders
- Collaborative Teachers
- Supportive Environment
- Connected Community
- Ambitious Instruction
- Continuous Improvement

- Equity & Access
- School Performance Management
- Flexible resources
- Tiered supports

(REIMAGINED LA UNIFIED)

Internal Design Team
Integrating, Synthesizing, and
Accelerating Design of
Reimagined LA Unified Model

Introduction	2
The Case for Change	4
Core Belief 1: Excellence	4
Core Belief 2: Equity	4
Core Belief 3: Efficiency	5
Six Pillars of Change	5
Pillar 1: Community	5
Pillar 2: Service	6
Pillar 3: Student Learning	7
Pillar 4: Talent	8
Pillar 5: Whole Child	8
Pillar 6: Innovation	9
Reimagined LA Unified Structure	10
Schools	12
Networks	12
Regions	12
Central Office	13
Supporting Persistently Underserved Schools	14
Conclusion	15

Reimagining LA Unified Plan Summary

December 2019

Introduction

a. LAUSD's goals

- i. Every school to be a place of great teaching and learning
- ii. All of our students to be on a path to college or a 21st century career.
- iii. Provide equity for the students in our schools.
- iv. Not allow poverty to be destiny.

b. Introduce Reimagining

i. Why we undertook the work

- 1. The importance of public education
- 2. LAUSD making progress
 - a. English and math scores, graduation rates, and dropout rates improving (illustrate with graph)
- 3. But the status quo is not good enough for our students and families
 - a. English and math scores compared to national averages (illustrate with graph)
 - b. Not serving all students. Underserved communities continue to fall behind. (illustrate with graph)
 - i. Possible language: Low-income students, students of color, English Learners, LGBTQ youth, children who lack healthcare, students exposed to violence in their neighborhoods or homes, and students with special needs are being left behind at an alarming rate. These students are not provided with the same opportunities as their peers in different neighborhoods and communities where families earn more money.
- 4. Structure of LAUSD is part of the problem. The structure is part of why we are failing our students. (*Our thesis*)
 - a. Example/s to illustrate how structure doesn't support teaching and learning. Doesn't support school leadership and communities.
 - b. Structure prevents change and holds back progress
 - c. Therefore, structure itself needs to change

ii. What Reimagining is. (*Our goal or aims and objectives*)

- 1. Putting schools and community the center
- 2. Cutting the central bureaucracy
- 3. Moving resources to schools
- 4. Moving decision making to school

c. Background

i. California Context

- 1. We have challenges we face in our work. While California has led the country in providing livable wages, fair working conditions, clean and sustainable environment, marriage equality and healthcare, we are not living up to our values in public education. In a

generation we have gone from leading the country in education funding to being near the bottom. We went from top of the chart student achievement to near the bottom. In the most simple terms, of 100 students who enter LAUSD high schools, 12 will drop out, 77 will graduate from high school, and only 12 will graduate from college – and that's any college, two year, four year, or online.

ii. LAUSD Context

1. Provide background on Cortines effort describing what it was.
2. Embrace that Reimagining is similar. Because it is the right approach.
3. UTLA and community supported the effort, but we failed to fully implement.

d. Describe the document.

- i. Describe structure of document

e. How we approached the work

- i. Engaged all of Los Angeles
 1. Students, families, communities, teachers, principals, have a true voice in reimagining
 2. Describe in detail the engagement effort
- ii. Based on academic research, best practices
- iii. Analysis undertook
- iv. Engaged leading experts

f. Technical Definitions.

- i. Describe the methodology and define any terms.

The Case for Change

The LA Unified community - students, parents, educators - is dedicated, smart, and hard-working. Most importantly, there is a deep and unwavering commitment to care for every child in this system and recent academic results show the district is improving:

- Proficiency rates in ELA and Math have increased over the last three years.
- Our graduation rate has improved by just over 7% since 2013-14.
- We have reduced the number of students dropping out of high school from over 17% in 2013-14 to 12% in 2016-17.

Despite our best efforts, however, we're not yet doing enough to ensure our underserved students are getting the support they need.

- Our low-income, English Learners, African American, and students with disabilities all have lower attendance and higher chronic absenteeism rates compared to the district average.
- We are not closing achievement gaps between our underserved and more privileged students according to state test data, SAT scores, or graduation.

Too many LA students are not being given the opportunity to succeed. These students are concentrated in chronically underserved areas and are too often minority students, English learners, and students with special needs. We are losing students to other types of schools. Our funding model is broken, with too few resources going to students who need them most. Lastly, our financial situation is challenging – with projected deficits placing the district in insolvency in just a few years unless something changes. We must continue to provide a high-quality education to all students and to do so, we must reimagine how we operate.

This plan outlines a vision for a new LA Unified. One that puts students firmly at the center of our work and creates a structure that draws on the assets, knowledge, and expertise of our local communities to address achievement gaps, ensure all students regardless of need or neighborhood get what they need, and provide differentiated and high-quality instruction and support to prepare our students for life and work in the 21st century.

This plan embodies core beliefs of excellence, equity, and efficiency and with the support of our board, our parents, our staff and the entire community, we will follow through on commitments below.

Core Belief 1: Excellence

Every LA Unified child is capable of excellence, and we will hold our students and ourselves to that standard.

Commitments:

- Student outcomes will improve, and all students will graduate ready to excel in a 21st century career and/or college.
- More students, in every community, regardless of previous performance or "label" will have access to truly excellent schools that meet their unique needs.

Core Belief 2: Equity

Every student, regardless of level of need or neighborhood deserves a fair opportunity to succeed and LA Unified will stop at nothing to deliver fair opportunities to all students.

Commitments:

- All students will be supported emotionally, socially, intellectually, and physically.
- We will reverse trends in opportunity gaps and address disproportionality in SPED, safety and arrests, and student outcomes.

Core Belief 3: Efficiency

Every decision should be made based on what is best for students, and we will invest our resources with a relentless focus on what will help our students thrive.

Commitments:

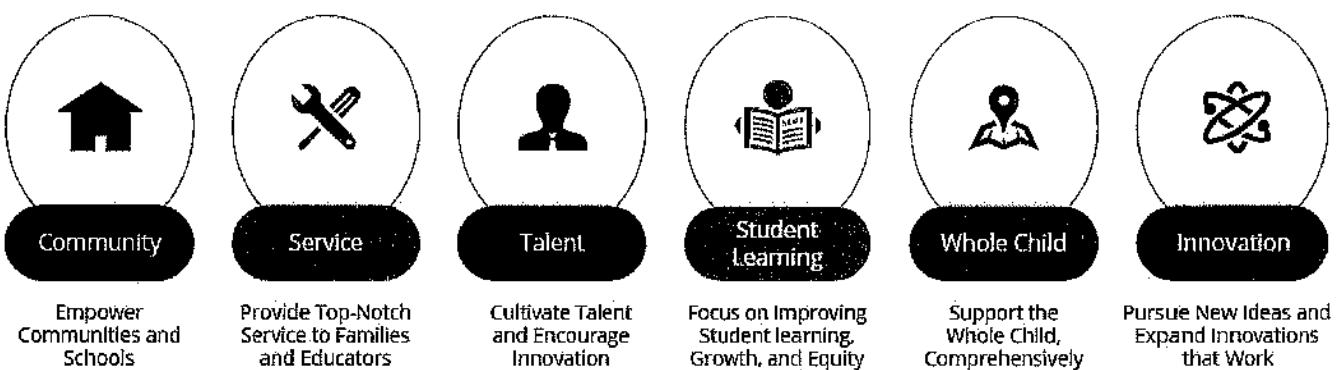
- Fragmented resources will be consolidated to support robust and holistic student programs.
- Resources will be in schools, classrooms, and communities, not at central office.

LA Unified has tried many reforms to address its challenges. We've been studying past efforts and engaging with the community to understand how we might help students succeed. We have drawn one broad conclusion: there is no single answer, and the system that's going to work the best to address these challenges is one that empowers, supports, and resources schools and communities to address their unique needs.

Six Pillars of Change

In creating this plan, we have spoken with thousands of stakeholders, combed through research, and consulted with key experts. We identified many areas in need of change in LA Unified. We have distilled our findings into six "pillars of change," which we believe will create the foundation for achieving the goals of excellence, equity, and efficiency and will help all our students thrive.

Six Pillars of Change



Our goal is to set the national standard in each pillar, and to prove that it is possible for a school system – even a large one like LA Unified – to lead the way in innovating, empowering educators and communities, and helping students succeed. Los Angeles is a world-class city and there is no reason that our school system should be anything short of world-class.

Below we dive more deeply into each pillar, describing what we would like to achieve, where we are currently, and how we will move from where we are to where we want to be.

Pillar 1: Community

We will empower communities and schools. Communities and schools sit at the center of this effort and we will empower them to make critical decisions on what students need and provide flexible resources to ensure these decisions turn into rich interactions and learning opportunities for all of our students.

Current state: District-wide mandates come from the central office, which disempowers communities and disadvantages our students because the people who know them best are not involved in decisions about how best to support them. There are 1000 full time staff members at the central office dedicated to “instruction” when we know that good instruction happens in classrooms and schools; people should be in schools, serving out students, not in central office.

[placeholder: from/to concrete example]

<p>Goal: By the start of the 2019-20 school year: we will increase the decision-making authority and resources available to our schools, provide better instructional and operational support to schools, and expand community involvement. In the future, we will continue to address resource equity and expand school decision making.</p>	<p>How we get there:</p> <p><i>By 2019-20 School Year</i></p> <ul style="list-style-type: none">• Empower schools to choose high-quality curricula and tailor school-specific instructional approach• Create 32 “Communities of Schools” focused on providing excellent instructional support• Create 6 “Support Regions” focused on providing excellent operational support and embedded, responsive, modern professional development• Create community-based Councils to advise Support Regions with members appointed by the local community, the district, and labor partners• Focus the central office on setting system-wide expectations, ensuring equity, creating economies of scale, and legal compliance• Ensure public assets within communities are put to highest and best use <p><i>After the 2019-20 School Year:</i></p> <ul style="list-style-type: none">• Focus on resource equity and school empowerment through continued development of needs index• Increase flexibility for schools in all areas including budget and talent
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Pillar 2: Service

We will provide top-notch service to families and educators: Our new structure will reflect our commitment to high-quality, engaged service to schools and families. Schools will have fewer, better, and more positive interactions with strong customer service orientation at all levels. We will organize the system to get the best and most efficient solution to school challenges and ensure families have easy and accessible access to answers they need.

Current state: Our schools must often wait weeks or months for basic operations support and only after a principal has wasted hours on follow-up. We have **no** accessible performance data for parents, data-driven instruction is not practiced in every school, and families routinely must come to the central office to address issues or are passed off from department to department. We must treat our parents, families, and educators like partners, not problems to be avoided.

[placeholder: from/to concrete example]

<p>Goal: By the start of the 2019-20 school year: create a one-stop call center for principals and families at each Support Region, overhaul the IEP process, and streamline and improve operations services for our schools. In the future, we will create family-friendly school snapshots and continue to streamline and improve the school enrollment process.</p>	<p>How we get there:</p> <p><i>By 2019-20 School Year</i></p> <ul style="list-style-type: none"> • Implement a parent and principal hotline at each Support Region • Create a simpler, clearer, and more efficient process for students with special needs • Identify opportunities for efficiency across all operational areas to improve service delivery to schools and reallocate resources to student needs • Reduce response time for school operational needs by tracking operational metrics and holding ourselves accountable for better service <p><i>After the 2019-20 School Year:</i></p> <ul style="list-style-type: none"> • Publish family-friendly school performance snapshots • Continue streamlining and expanding access to options in our enrollment system
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Pillar 3: Student Learning

We will focus on improving student learning, growth, and equity. Schools need a focused, coherent, and rigorous system of instruction and support. We will create clear, focused menus of high-quality instructional resources and support from new networks, and a focus on implementation and professional learning to build our collective capacity to implement rigorous instruction in every classroom, every day.

Current state: We have XX supplemental tools with no evidence of success. We have four different divisions focused on instruction with no clear connection between them, leading to confusing curricular and instructional mandates for schools and teachers and no clear and consistent tools for student learning.

[placeholder: from/to concrete example]

<p>Goal: By the start of the 2019-20 school year: we will articulate a clear, simple academic vision, hold all schools accountable, provide extra support for persistently underserved schools, and support students with special needs. In the future, we will continue to refine our accountability measures</p>	<p>How we get there:</p> <p><i>By 2019-20 School Year</i></p> <ul style="list-style-type: none"> • Articulate a clear, simple academic vision and select and develop best-in-class tools to support our schools • Develop a school performance framework with holistic measures of student success to hold all schools accountable and provide transparency to families and the community • Create a community of persistently underserved schools and provide extra resources, support, and tools • Develop integrated support for English learners, student with disabilities, and other students with special challenges to ensure they are not treated as separate and unequal
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<p>and supports for underserved schools.</p>	<p><i>After the 2019-20 School Year:</i></p> <ul style="list-style-type: none"> ● Refine school performance framework and create transparent ● Learn from what works as we serve persistently underserved schools and scale best practices
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Pillar 4: Talent

We will cultivate talent and encourage innovation: Our educators will be challenged, grow, and rewarded; we will prioritize new key roles to ensure equity and redouble our efforts to seek out new leaders and accelerate our support for existing educators in the system to ensure their work, ideas, and local solutions and rigorous instruction are central to the work of schools.

Current state: The central office circulates hundreds of pages of information and mandates to principals every year; acquiring forms or signoff from the central office for HR matters can take weeks and multiple calls; our professional development is often based on outdated and ineffective “pull-out” models that stifle the creativity of our best educators. We do not invest what we should in new approaches to personalized learning and time for collaboration among educators.

[placeholder: from/to concrete example]

<p>Goal: By the start of the 2019-20 school year: add capacity to address our underserved students and focus on school leadership. In the future, we will ensure only the best are in front of classrooms.</p>	<p>How we get there:</p> <p><i>By 2019-20 School Year</i></p> <ul style="list-style-type: none"> ● Launch a Principal’s Academy to recruit and develop new, high-quality school leadership ● Staff Networks with Equity Coordinators and a robust student support staff to ensure all kids get the resources they need ● Address class size through ongoing negotiation with our labor partners ● Encourage networks to support innovative approaches to personalized learning and schools <p><i>After the 2019-20 School Year:</i></p> <ul style="list-style-type: none"> ● Encourage community-based planning to create and expand a diversity of learning opportunities to meet each family’s needs ● Advocate with the state and our partners to create a transparent, efficient and fair process to manage ineffective teachers out
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Pillar 5: Whole Child

We will support the whole child with a comprehensive approach to meeting student needs: We will design a system that maximizes our communities’ assets, knowledge, and input to ensure we are providing a healthy, safe, engaging, supportive, and challenging learning environment in every classroom, in every school, every day, in all the communities that make up the mosaic of Los Angeles.

Current state: We have four different departments providing “mental health-like services,” which means that one student could see many different adults who are each treating different challenges the student faces. The result is that children’s symptoms are treated as separate parts and no one is able to pay attention to the whole child.

[placeholder: from/to concrete example]

<p>Goal: By the start of the 2019-20 school year: develop a clear vision for safe and supportive schools that prioritize student social-emotional needs and growth, create tools to support student growth, and elevate students as leaders and decision-makers. In the future we will continue moving away from exclusionary and harsh discipline practices.</p>	<p>How we get there:</p> <p><i>By 2019-20 School Year</i></p> <ul style="list-style-type: none">• Clear vision for safe and supportive schools prioritizing student social emotional needs and growth• Develop or adopt research-backed tools to improve learning and relationships for underserved students <p><i>After the 2019-20 School Year:</i></p> <ul style="list-style-type: none">• Continue shift away from exclusionary, harsh discipline• Continue shift away from thinking of students and resources as labels (EL, SPED) and towards integrated supports
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Pillar 6: Innovation

We will pursue new ideas and expand innovations that work: To prepare our students for life and work in the 21st century we must be receptive to new ideas, support innovative leaders, and scale ideas that work.

Current state: We do not systematically pursue new ideas or channel the innovative thinking of our educators. We use outdated models like “special day” classrooms, fail to invest in or create new best-in-class approaches to personalized learning, and do not prioritize time for educators to collaborate on new ideas.

[placeholder: from/to concrete example]

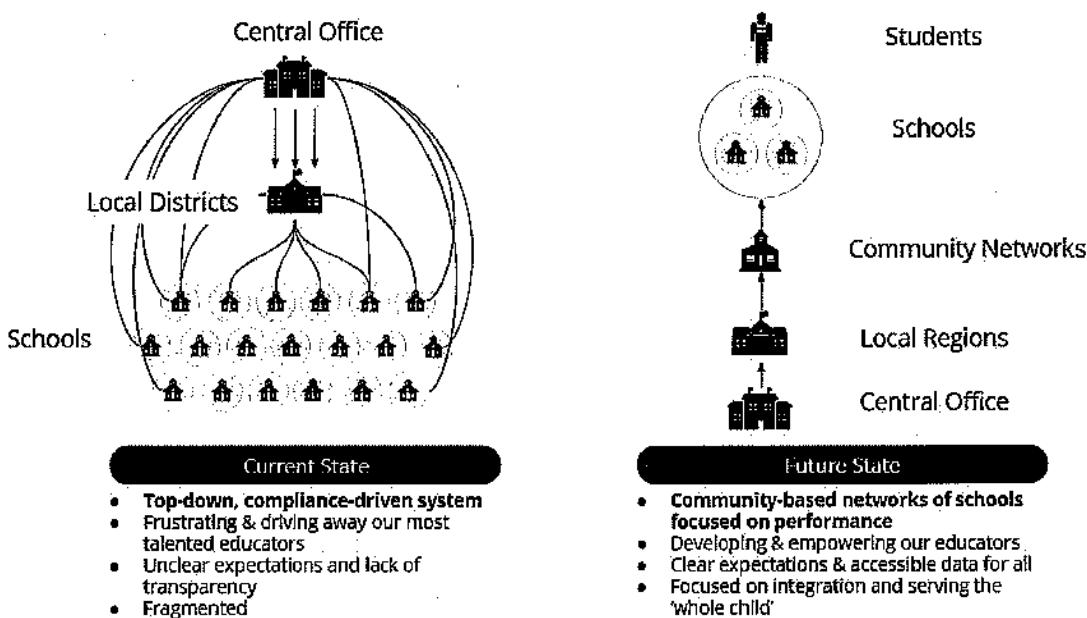
<p>Goal: By the start of the 2019-20 school year: encourage adoption and spread of best practices, and plan for the future. In the future, identify and scale innovative practices and move to further personalize and differentiate school models based on student need and interests.</p>	<p>How we get there:</p> <p><i>By 2019-20 School Year</i></p> <ul style="list-style-type: none">• Empower Networks to try new things to meet the needs of the unique student populations they serve• Encourage innovative approaches to personalized learning• Community-by-community planning to try new, research-based initiatives and ensure a diversity of school options to meet student need
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Los Angeles is a diverse, dynamic, and multi-faceted community and our greatest asset is the people who make up this incredible city. We must prepare our children for life in the 21st century –

students must leave our system skilled, civically-engaged, mature, and happy. We have no doubt that this is possible and stand ready and energized to undertake this challenge in partnership with all LA Unified stakeholders committed to this shared vision.

Reimagined LA Unified Structure

To support the goals described above, we are proposing a **simple, clear, and coherent** structure for LA Unified to **move resources closer to schools** and **empower communities**. In this new structure, schools, networks, regions, and the central office will share responsibilities. Currently, schools must navigate a complicated, inconsistent, and confusing system that wastes our educators' time and frustrates our families. We must make the system more rational, create more opportunities for local problem-solving and decision-making, and limit the number of interactions schools must have with central office so they can focus on supporting our students.



We believe this structure will enable the following:

The reimaged LA Unified will promote excellence:

- | | |
|------------------------|--|
| Schools will... | ... be empowered to tailor instruction to the unique needs of the students |
| Networks will... | ... provide high-quality, direct coaching and support to schools |
| Regions will... | ... develop high-quality, effective, and embedded professional development |
| Central Office will... | ... select and curate high-quality instructional resources |

The reimaged LA Unified will ensure equity:

- | | |
|------------------|--|
| Schools will... | ... receive additional support and guidance on supporting underserved students |
| Networks will... | ... be staffed with Equity Coordinators and full-time student support staff |

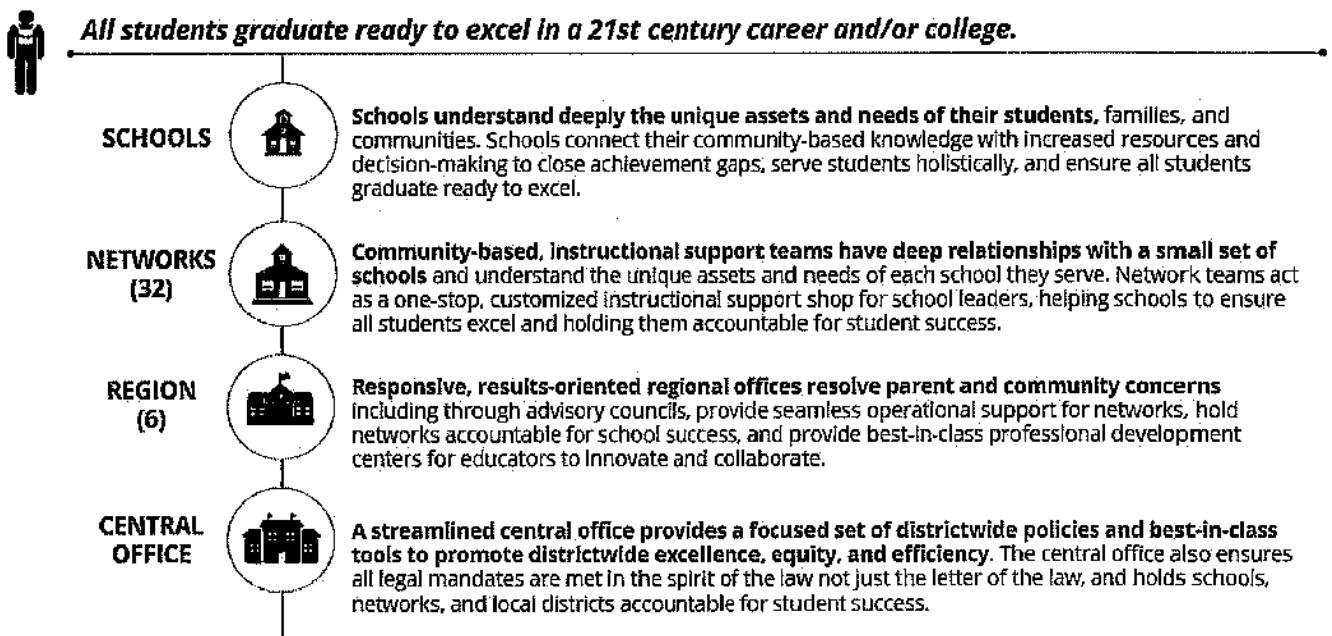
Regions will...	... maintain compliance and manage data reporting
Central Office will...	... manage funding, ensure high-standards, and protect student rights

The reimagined LA Unified will encourage efficiency:

Schools will...	... be given more flexibility and decision-making over their resources
Networks will...	... provide strategic support to maximize resources for instruction and student support
Regions will...	... provide strategic guidance to schools and streamline compliance requirements
Central Office will...	... push resources down to schools and maintain a commitment overall fiscal health and responsibility

Each unit within the reimagined LA Unified will have a specific and clearly demarcated role. This clear structure will help reduce confusion and waste, improve “customer service (to families and schools), and free up time for school staff to focus on what matters most: serving students.

Each level in the new structure will have a specific mission, which is described below.



Below is more detailed information on each level.

Schools



Our school leaders and the team of educators they develop are critical to this strategy. We envision significantly more authority for school leaders in the 2019-20 school year including the ability to set:

- **School mission and vision:** Working with the school community to define the mission of the school.
- **School culture and expectations:** Developing the culture and expectations for students and adults in the school consistent with district values.
- **School Instructional Approach and Focus Areas:** Developing instructional priorities and a focus for the school based on the opportunities, assets, and challenges of the school, with a significant focus on equity and those students most in need.
- **School Instructional Approach, Systems and Materials:** Developing the instructional system and supports aligned with district overall expectations and includes choice of curriculum, implementation of professional learning for teachers and school staff, and use of data and assessment systems to ensure all students are making progress, ultimately towards graduation.
- **School Budget and Resource Allocation:** Aligning resources, including additional resources available in Reimaging structure, based on the decision making above

Networks



In our Reimagined structure the expectations on our principals and schools will increase. Evidence shows that the only way to close achievement gaps and accelerate learning is through rigorous teaching and learning and strong school leadership and so building the capacity of our principals and teachers is a central area of focus.

With this in mind, and with a focus on returning power and voice back to our local communities, we are creating networks staffed by rapid response teams who will have deep relationships with schools and provide primary instructional coaching and support.

- **Embedded Instructional Coaching and Professional Development:** School visits, observations of classrooms and of instructional systems at schools, review of data, and coaching and feedback; ensure principals are learning from each other and sharing effective practice.
- **Support for underserved students:** Equity Directors, staffed at Networks, will manage a team of specialists to provide comprehensive support to schools for all students with special needs.

Regions



A Region is a new, streamlined unit that will provide operational support to schools and oversee Networks. This will be a slimmed down version of the existing local district structure and it will exist primarily to support the following functions:

- **Network Management and Accountability:** Responsible for managing and evaluating

- quality of Network service to schools through regular performance management meetings and administration of school customer service surveys.
- **High Quality Instructional Support and Professional Development:** Develop model classrooms and provide high-quality professional development to Region's teacher in relevant, embedded approach that encourages educators to develop a deep understanding of their subject area and how to teach it.
- **Operational Support:** Facilities, IT, food service, and transportation support will be housed at the regional level for quick and efficient deployment to schools; manager of a regional school hotline to field school concerns.
- **Parent and Community Engagement:** Empowered to make the "final call" on all delegable matters so that parents do not need to escalate concerns to central office; manager of a regional parent hotline to field parent concerns.
- **Community Involvement:** Each region will be advised by a board that will include local include local representation appointed by the community, the district, and labor partners.

Central Office



We assume that, wherever possible, decisions will be made at the school level and resources will follow to support those decisions. In this reimagined LA Unified, the central office will serve a limited but critical purpose: setting system-wide expectations, ensuring equity, taking advantage of economies of scale, and ensuring we are complying with the law. Our Central Office will focus on the following functions going forward:

- **Performance Management:** Define excellence in terms of classroom instruction, student performance goals, and staff performance on operational as well as instructional metrics; set clear performance expectations and establish a performance management system including a school performance framework.
- **Talent Recruitment, Development, and Retention:** Support the development of talent at every level with a particular focus on ensuring school leaders have what they need to successfully lead our schools; build talent pipelines; develop a strategy to retain and reward our best educators; manage labor relations and critical HR functions such as payroll.
- **Equitable Services and Resources:** Establish expectations and practices to ensure equity for all students, especially those with the greatest needs including our students of color, those from lower-income families, English-language learners, and students with special needs; curate high-quality support models, make them available to schools, and support implementation; protect student rights including due process.
- **Effective Instructional Curriculum, Practice-Sharing, and Tools Curation:** Identify high-quality curriculum options for schools including aligned assessments and professional learning options; create opportunities for knowledge-sharing across the system; identify effective programs and scale.
- **Strategic Finance and Financial Compliance:** Prepare the district's annual budget aligned with the needs students and district priorities including solvency; ensure efficient service delivery at all levels; manage grants and other state and federal resources as fiscal agent.

- **Leverage Economies of Scale:** Supply economies of scale or assistance to principals in operational matters where expecting each school to perform the function for itself could lead to significant additional expenses or decreases in quality.
- **Operational Standards and Support:** Establish and maintain common standards for facilities, information technology, transportation, food service, and other critical operational functions to ensure; manage bond funding related to these services.
- **Legal:** Comply with all contractual, judicial, and regulatory obligations and ensure that those obligations are fulfilled at the district and school levels.

Supporting Persistently Underserved Schools

Our goal is a district where every school is high-performing. However, we must confront the fact that not all of our schools perform at a high-level and that too many underserved schools support our highest-need students. To support these schools, LA Unified will create 2-3 designated networks for persistently underserved schools composed of 15-20 schools each. These schools will remain embedded in their local networks with one key change. The Networks, and by extension these schools, will report directly to the central office. We are committed to empowerment and will thus offer guided options to these schools. However, these options will be more tightly managed. We will also provide additional financial, instructional, and wraparound services to these schools. We believe that any school must be empowered to develop and own their instructional vision and are committed to providing deep support to persistently underserved schools.

The schools will initially be identified using the state's "CSI" designation and we are awaiting the state's final calculations of performance data to confirm these schools. The specific composition of each network is a work in progress with our district team and we look forward to engaging with our stakeholders on how best to organize these Persistently Underserved Networks.

The central office, in partnership with identified schools and networks will work collaboratively to develop tailored support models for each school. We envision that each school will receive support and flexibility in the following broad areas:

- **Staffing:** Selection and placement of high-capacity leaders to support schools and maintain consistent leadership; a staff "compact" outlining educator commitment to the school; equity-based staffing levels including class-size and allocations based on performance; and other incentives to attract and retain high-capacity staff.
- **Autonomies:** Daily and yearly schedule including extended learning time and collaborative planning for educators; additional tailored curricular resources for underserved populations; budgetary flexibility with increased training and support; and additional per-pupil resources based on need.
- **Priority Support:** Central office and national experts on instruction, trauma-informed care, student health and wellness, and other resources to create a school-specific improvement plan; focus on skills including core subjects and "soft skills" such as studying, note-taking, and time-management; "red phone" support to clear obstacles and allow school staff to focus exclusively on student support.
- **Evidence-based Interventions and Resource Inequities:** Interventions will be identified based on school-context and need with no "one size fits all" approach to supporting schools; "whole-child" supports grounded in research and the specific needs of the school community; emphasis on proven models including middle-school focus or homeroom for secondary schools.

- **Improvement Community:** Create space for persistently underserved schools to learn from each other, central office, and national experts; support on priorities, time-task management, delegation, and focusing on what matters most.
- **Accountability and Performance Management:** Clear measures of success tracking leading and lagging indicators to support continuous improvement; posture of support and guidance – not consequences; frequent and publicly available status updates via the school performance framework.
- **Embedded in Community:** opportunities for parents and broader school community to engage in improvement efforts; clear delineation of role of family via parent compacts; continued and ongoing relationship with geographic networks.

Conclusion

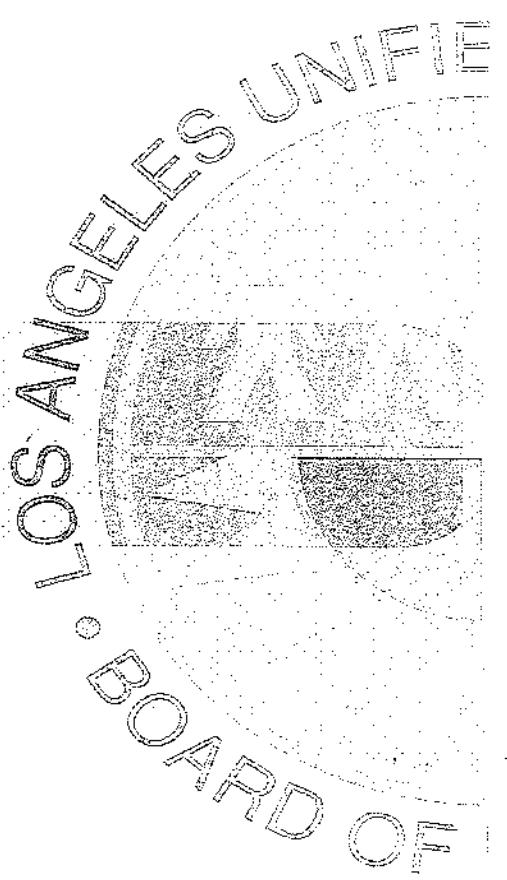
We are grateful for the opportunity to engage in the next phase of LA Unified and excited to work with the community to create a system of excellence, equity, and efficiency. We acknowledge the hard work of our educators, our families, and most importantly our students. Together, we can reimagine LA Unified and continue to support and develop the future of Los Angeles.



LOS ANGELES UNIFIED SCHOOL DISTRICT
REIMAGINING LA UNIFIED
Superintendent Briefing

10/24/18

Confidential Working Draft for Discussion





Recap: Where We Left Off Today We Will Touch on Each of the Top Three Boxes

Proposed Structure	Description
Lean Central Office	Organize Central Office around critical services and economies of scale
	Create ~8 Integrated Service Units (ISUs) to provide school-facing operations and special population support
Networks	Create ~32 networks to streamline bureaucracy and create cross-functional, customer-service oriented support teams
Schools	Empower schools by allocating more resources and giving autonomy (~33-34 schools / network)



Agenda

Operations Support for Schools (Kitamba)

Updated Network Staffing (Kitamba)

Reimagining Central Office (LA Unified leads)

Revised Reimagining GANTT Chart (Kitamba)

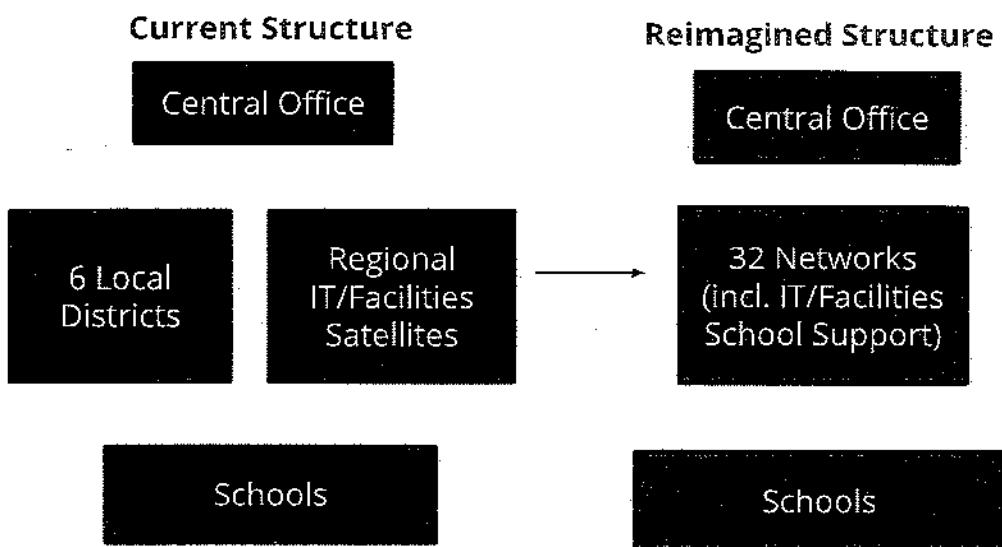
Next Steps and Upcoming Topics (Kitamba)

Appendix



Revised Approach: Pushing Operational Supports to Networks

After additional review and feedback, we moved away from creating a layer of integrated service units and instead are recommending **redeploying current operations support (IT and Facilities)** from regional/central to **integrate into the networks** to cohere all school supports and improve overall customer service for schools.



Pros	Cons
<p>Embeds more supports in network/community (unit of change)</p> <p>Streamlined problem solving for schools: Cohes IT and Facilities support with other network functions, providing "one number to dial" for schools to resolve most problems</p>	<p>Could create a management challenge for network lead if overseeing technicians in areas like IT or facilities</p> <p>Need to be careful not to add positions due to breakage that would not arise at larger scale</p> <p>Increases network size</p>



Function of Facilities and IT by Central, Network, School

Department	Select Central Functions: Sets Policy and Standards Maintains district-wide systems	Network Functions: Provides direct support to schools	School Functions
Facilities	<ul style="list-style-type: none">• Asset management and long-term planning• Construction and capital projects• Creation of design standards• Training design for maintenance and janitorial staff• Facilities database management• Trades and CPM oversight/management	<ul style="list-style-type: none">• Coordinate planning and scheduling of all school construction, maintenance, and operations• Advise on regulations and standards for maintenance and operations• Coordinate with central Facilities team on school-based facilities projects	<ul style="list-style-type: none">• Routine cleaning and operations of schools building
IT	<ul style="list-style-type: none">• Define system-wide IT standards• Operate centralized help desk• Provide software applications support• Operate data center• Enterprise planning• Infrastructure and systems support• IT Technician oversight	<ul style="list-style-type: none">• Diagnose and address hardware and systems malfunctions at schools• Install computing systems• Provide problem solving support to schools	<ul style="list-style-type: none">• Use information technology for instruction• <i>Note: Some schools hire part-time technicians to service own needs</i>



Current and Future IT and Facilities School Support Staff

Department	Current School-Facing Organization and Ratios	Future Network
Facilities	<p>Currently organized into 4 regions and 7 areas:</p> <ul style="list-style-type: none">• 56 Complex Project Managers: 1 CPM : 19 Schools<ul style="list-style-type: none">◦ CPMs currently report through the Area Facility Service Directors, which report to Regional Directors• Trades people (e.g. electricians, plumbers) are allocated by area, reporting through trades supervisors• 852 Plant Managers total<ul style="list-style-type: none">◦ Site-assigned plant managers report to schools; there is one plant manager for K-12, Special Ed, and Adult only schools	<ul style="list-style-type: none">• Avg. of 2 CPMs per network<ul style="list-style-type: none">◦ 64 total Complex Project Managers• Trades people and CPMs are <i>associated with networks (dotted line)</i> but are overseen centrally (<i>solid line</i>)• Allocation of facilities supports to networks corresponds to network facilities need• Plant Managers continue to be school-based and report to schools
Information Technology	<p>Currently organized around 6 local districts, but located in IT Customer Support (School Support):</p> <ul style="list-style-type: none">• 99 IT technicians: 1 technician: 10 schools• Each IT technician visits the school once every 7-10 days to check on open tickets and address any service issues	<ul style="list-style-type: none">• Avg. of 3 Technicians per network<ul style="list-style-type: none">◦ 96 total FTEs• Technicians are <i>associated with networks (dotted line)</i> but are overseen centrally (<i>solid line</i>)• Allocation of IT supports to networks corresponds to network IT needs



Updated Standard Network Staffing Plan

Standardization of positions for network staffing plan

Position	FTEs	Note
Network Director	1	
Deputy Network Director & Instructional Lead	1	
Talent Coach	1	Added
Fiscal Specialist	1	Added
Operations Generalist	1	
Family Engagement Lead	1	
Lead Equity Officer	1	Updated
Previous Standard Network Staffing Total	7	
Complex Project Manager	2	Added
IT Technician	3	Added
Trades People	Varies by trade	Added

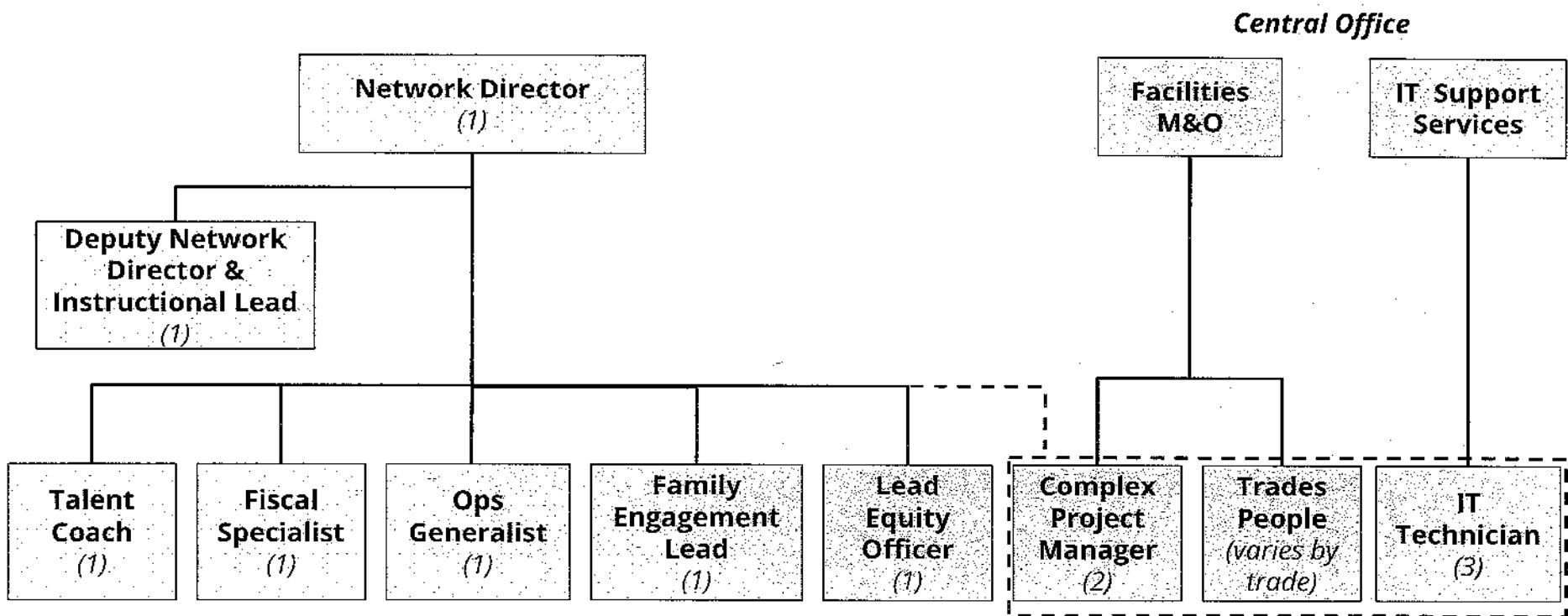
- **Standard staffing plan is starting point** for all networks; networks can propose unique staffing plans that meet their needs
- **Networks could receive additional positions** based on specific needs such as increased number of turnaround schools or high-need students
- **Potential flex positions include**
 - Community Organization Development Lead
 - Secondary Specialist
 - Operations Generalists
 - Instructional Coaches



Proposed Standard Staffing for Networks

LAUSD PRA (0047135) - 148

Solid line = reporting line
Dotted line = other supervisor





Adding Detail to Network Team Responsibilities (1 of 3)

Position	Responsibilities
Network Director	<ul style="list-style-type: none">• Manager of all network staff• Evaluates principals' performance and advises and coaches principals on staffing and instructional decisions, including hiring and strategic plans for schools• Ensures that network staff is providing appropriate supports to principals; fosters a culture of customer support
Deputy Network Director & Instructional Lead	<ul style="list-style-type: none">• Instructional coaches for principals and assistant principals• Supports principals' instructional planning• Assists Network Director with Principal evaluations• Supports Network director on overall network management
Talent Coach	<ul style="list-style-type: none">• Advises principals on selection of staff for available positions• Advises principals on selection of appropriate professional development for staff• Coordinates professional development for schools• Interfaces with Central Office HR to resolve issues
Fiscal Specialist	<ul style="list-style-type: none">• Coaches principals on strategies to maximize available dollars; assists principals in completing their annual budget• Coordinates with Network Director to ensure principals are aligning available resources with strategic school priorities• Verifies and approves principal budget submissions and accelerates reclassification of dollars• Connects with central budget planning department to resolve any budgetary issues



Adding Detail to Network Team Responsibilities (2 of 3)

Position	Responsibilities
Operations Generalist	<ul style="list-style-type: none">Provides operational problem solving support to principals and assistant principals struggling with operational challengesInterfaces with central Facilities, IT, Transportation, and Food Services offices to raise and solve operational issues at schools
Family Engagement Lead	<ul style="list-style-type: none">Supports schools in engaging families to develop a thriving school communityProvides organizing support for family engagement events on behalf of schoolsAdvises principals on strategies for how best to incorporate families into school planning and student instruction and supportProvides strategic advice on creating an attractive school environment and marketing to families to encourage good attendance and enrollment
Lead Equity Officer	<p><i>Preliminary thinking pending further discussion with internal and external partners</i></p> <ul style="list-style-type: none">Collaborates with principals in development of strategic approach for serving students with additional needsProvides instructional coaching and support for principals and teachers working with students from high-need populationsLiaises with central Division of Instruction to coordinate additional supports for students at schoolsWorks closely with Special Education Division to ensure schools are receiving appropriate supports to serve students with disabilities including addressing any transportation issues



Adding Detail to Network Team Responsibilities (3 of 3)

Position	Responsibilities
Complex Project Manager	<ul style="list-style-type: none">• Provides school-facing support on basic maintenance tasks• Schedules and prioritizes maintenance and operations activities, verifies funding sources, advises on regulatory requirements and resolves complaints and inquiries• Conducts site inspections• Approves scope of work for major construction projects• Supports on emergencies as needed• Directly reports to central facilities division with “dotted line” to network director
IT Technician	<ul style="list-style-type: none">• Provides school-facing IT support• Basic maintenance, set-up, and tech support (i.e. networking, device repair)• Interface with central IT on tech purchasing• Interface with central IT to support district adoptions and implementation• Directly reports to central IT division with “dotted line” to network director
Trades People	<ul style="list-style-type: none">• Repair and maintain facilities as needed within common areas of specialty• Examples: Electricians, Plumbers, HVAC specialists, Painters• Supports on emergencies as needed• Directly reports to central facilities division with “dotted line” to network director



Agenda

Integrated Operations Support for Schools (Kitamba)

Updated Network Staffing (Kitamba)

Next Steps on Reimagining Central Office (LA Unified leads)

Revised Reimagining GANTT Chart (Kitamba)

Next Steps and Upcoming Topics (Kitamba)

Appendix



Central Office Staffing Analysis Update: Phase 1 and 2

Phase 1: Initial Data Collection

- Obtain accurate staffing data, including concise functional information (primary and secondary responsibilities)

Phase 2: Functional Mapping

- Build on data gathered and begin preparing for analysis by:
 - Identifying core functions
 - Role category
 - Physical location
 - Mandated/Discretionary



Central Office Staffing Analysis Update: Phase 1 and 2

Division	Number of Employees	Number of Consultants
Communications	78	
OGC	129	9
Information Technology Division	584	116
Deputy Superintendent	13,982	20
Chief Financial Officer	2,975	36
Division of Instruction	6,390	12
School Police	499	
Special Education	7,780	
Personnel Commission	383	
Facilities	2,775	169



Whole District Approach

Overview

DRAFT

**WHOLE
DISTRICT**



Whole Child



Whole Classroom



Whole School



Whole Community

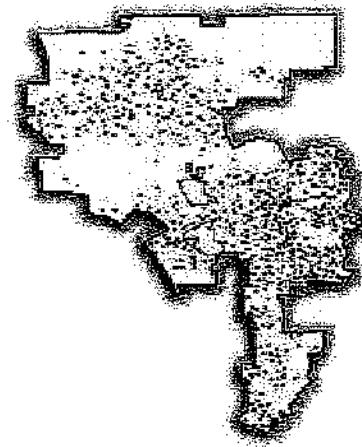


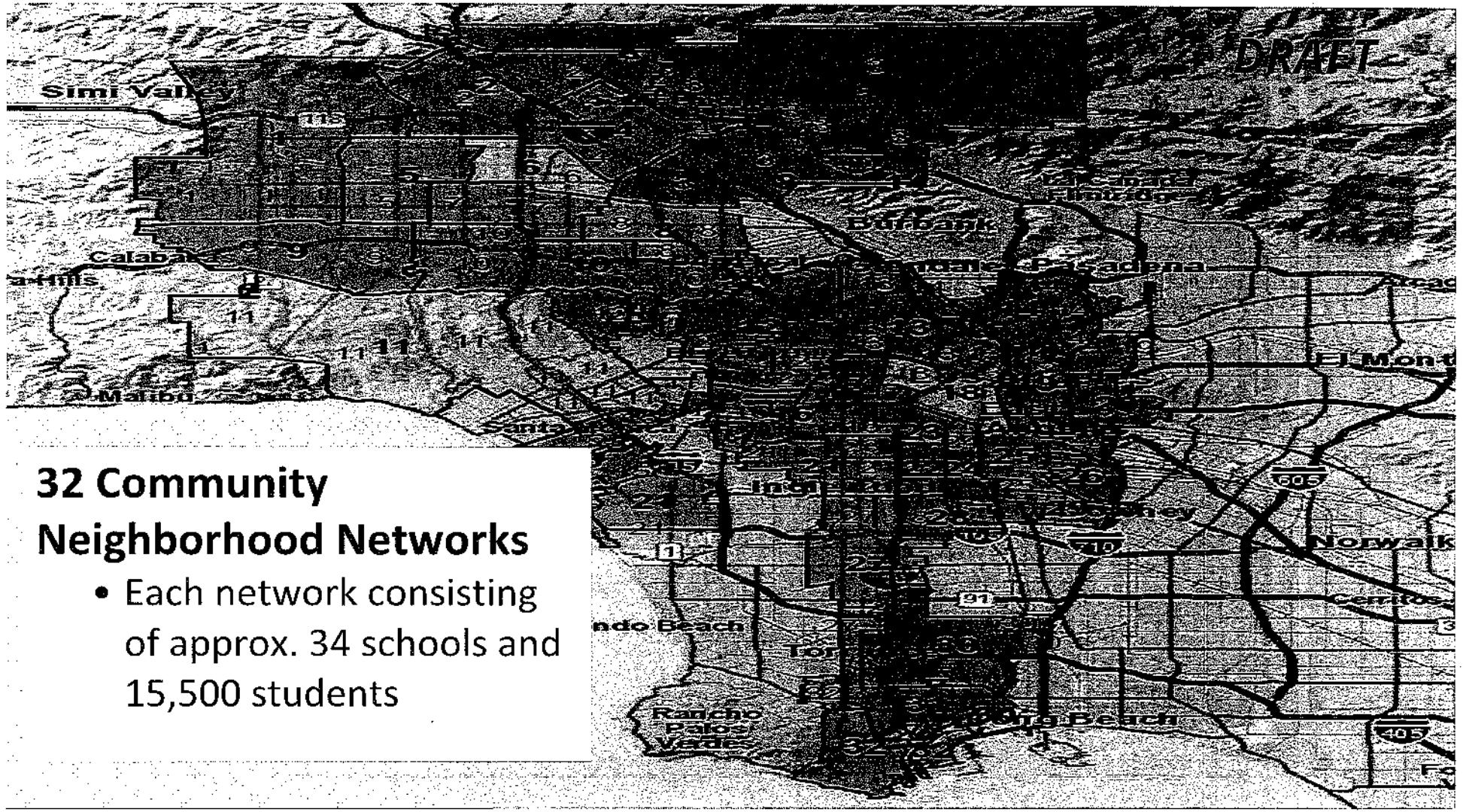
DRAFT

Community Neighborhood Networks

32 Community Neighborhood Networks

- Each network consisting of approx. 34 schools and 15,500 students





32 Community Neighborhood Networks

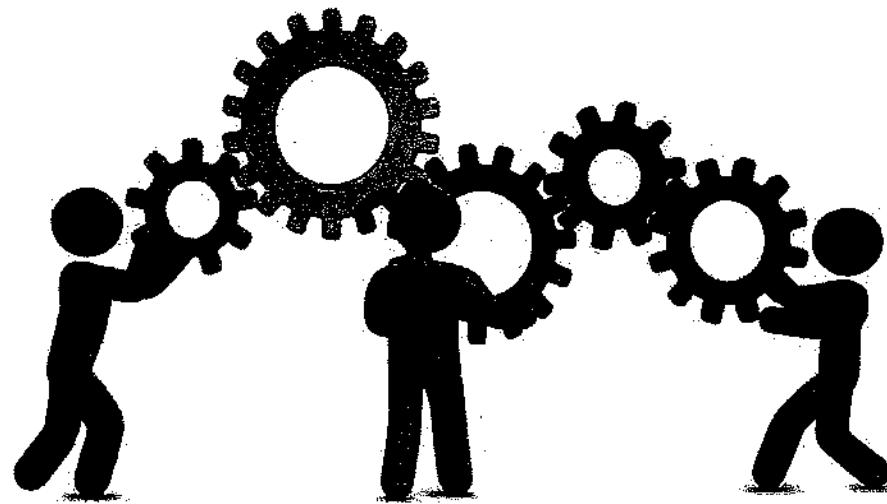
- Each network consisting of approx. 34 schools and 15,500 students



DRAFT

Whole Support: Future Mapping (Phase 3)

The Central office is realigned to provide efficient and needed support services to build *whole communities, whole schools, whole classrooms*, that are focused on *the whole child*.





DRAFT

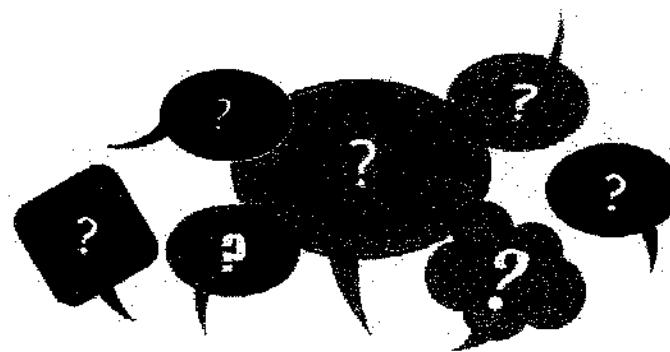
Next Steps in Reimagining Central Office

- **Reimagining - Future Mapping (Phase 3):** The Reimagining team will meet with you *starting next week* to:
 - Provide an overview of the **emerging priorities of Reimagining**
 - Think through implications of the emerging priorities for your division
 - Get your early feedback on how you might reimagine your division given emerging priorities
- **Reimagining Support:** You will receive future-state functional mapping templates *next week* to help you make your reimagining concrete, building on your current-state.
 - As with the current-state templates, you will receive support in this effort from the Reimagining team.
- **Completed Reimagining templates:** We will ask you to complete templates for your division by **Thursday, November 15th**.



Frequently Asked Question

In what ways does the Reimagining work intersect with the 15% - 25% budget cuts that are part of our fiscal stabilization plan?





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Appendix



Updated Deliverables

Discussion Topic: Creating a Critical Coalition of Support

Blue = In-Progress

	October	November	December	January
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Kitamba	Current Central Office Mapping (FTE + Position)	Reimagined Central Office Mapping (FTE + position)	Refine	Implement
EY	Continue engagement and draft communications plan	Align 19/20 Budget with Reimagining Priorities	Continue engagement and communications	Implement
3W	Design Networks + School Support (FTE, \$)	Refine	Finalize	
Real Estate	Community Engagement Findings Report	Continue support of community engagement and communications		
	Implementation Plan (Jan - Aug 2019) Draft	Refine	Support implementation	
	Efficiencies Analysis (by 11/23)			
	SpEd Functional Mapping			
			Real estate study (TBC)**	

Today

*Note: much more detailed work plan with GANTT chart is [linked here](#).

**Note: additional details to follow as scope finalized



Agenda

Integrated Operations Support for Schools (Kitamba)

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Appendix



Upcoming Topics

- Network governance, accountability, and management (business planning etc)
- Deep dive on struggling schools support (talent and toolkit)
- Equity through line from Central to schools
- School talent and toolkit (instruction, assessment, PD approach) / menu of services and pricing



We Are Continuing Our Analysis in the Following Areas

Schools, People, Money

- Reimagining Summary Document (KIT)
 - School Empowerment
 - Central Office and Network Structure
 - Affiliations for Specific Schools
 - Related Budget Implications
 - Network Governance
 - Network Accountability
- Reimagining process for all divisions (**LA Unified with Kit support on process and templates**)
- Aligning EY recommendations to reimaging process (**all**)

Communications and Engagement

- Continue ongoing community engagement (850+ community members, parents, and staff; 50+ meetings so far) (**KIT w/ LA Unified**)
- Continue school based community forums (200+ staff and parents reached so far) (**KIT w/ LA Unified**)
- Activate planning of integrated communications effort (**LA Unified w/ KIT**)

School Performance Framework

- Providing project management support to SPF working group (**KIT**)
- Develop SPF options for presentation to working group (**LA Unified w/ Kit**)



APPENDIX



Facilities Regions & Areas

M&O Regions

North Region 1 (M&O Area N1)

6651-B Balboa Blvd., Van Nuys, CA 91406 818-654-3500

North Region 2 (M&O Area N2)

8960 Herrick Avenue, Sun Valley, CA 91352 (818) 394-2400

Central Region 1 (M&O Area C1)

1406 S. Highland Avenue, Los Angeles, CA 90019 (323) 549-3500

Central Region 2 (M&O Area C2)

4545 Huntington Drive South, Los Angeles, CA 90032 (323) 224-4500

Central Region 3 (M&O Area C3 & Special Services)

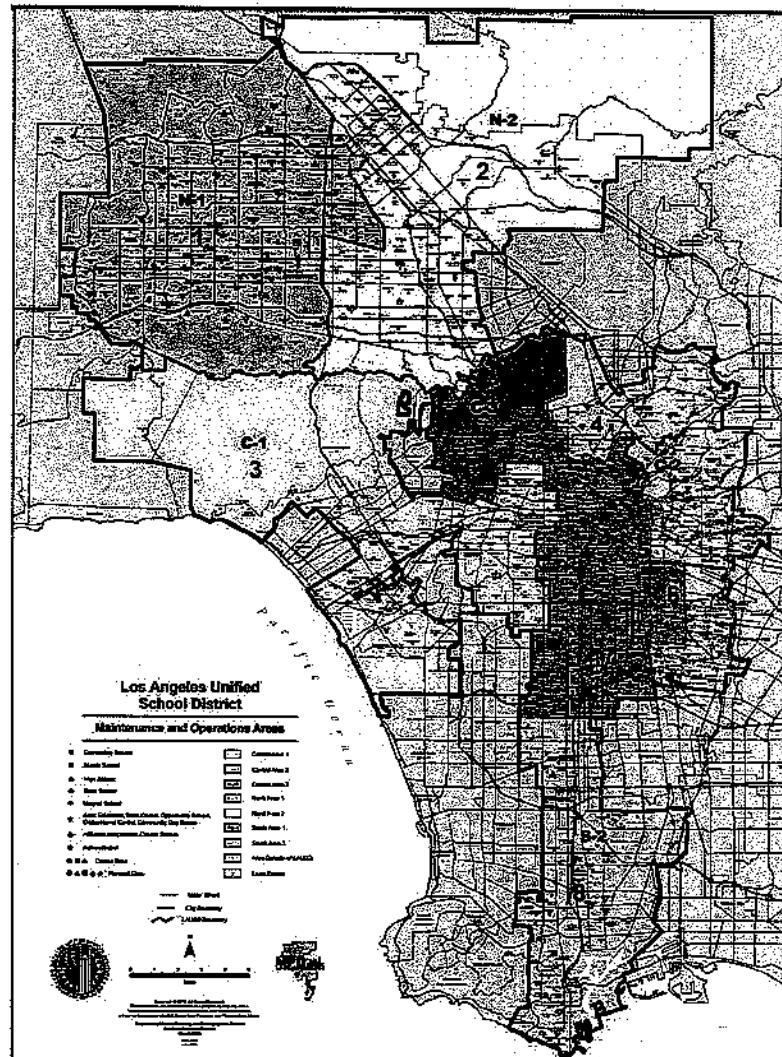
1240 S. Naomi Avenue, Los Angeles, CA 90021 (213) 745-1400

South Region 1 (M&O Area S1)

6620 11TH Avenue, Los Angeles, CA 90043 (323) 789-5000

South Region 2 (M&O Area S2)

17729 S. Figueroa Street, Gardena, CA 90248 (310) 808-1500





Facilities - Benchmarks

There is no national staffing standard for determining the number of plumbers, roofers, or electricians needed by a district.

Option 1: Large districts often use the “**area support management concept**,” in which the district is divided into two or more areas, each with its own **direct-support team** that provides comprehensive maintenance.

Each team would include:

- Skilled craftsmen such as painters,
- Plumbers, electricians, HVAC repairmen, general maintenance personnel
- Grounds personnel

Other tasks for which there is less demand – such as kitchen equipment specialists, small-engine specialists, cabinetmakers, roofers, and locksmiths – are supported from a central location.

Option 2: Group staff according to their skill or craft

- For example, all electricians work for the lead electrician, all plumbers work for the lead Plumber etc.

SOURCE

- [Planning Guide for Maintaining School Facilities](#)



Denver - Facilities Team Structure

In 2002, the Council of Great City Schools began the process of developing performance measures that could be used to improve business operations in urban public school districts. They identified Denver Public Schools as a district with lower routine maintenance costs.

Denver Public Schools Facilities Team Structure:

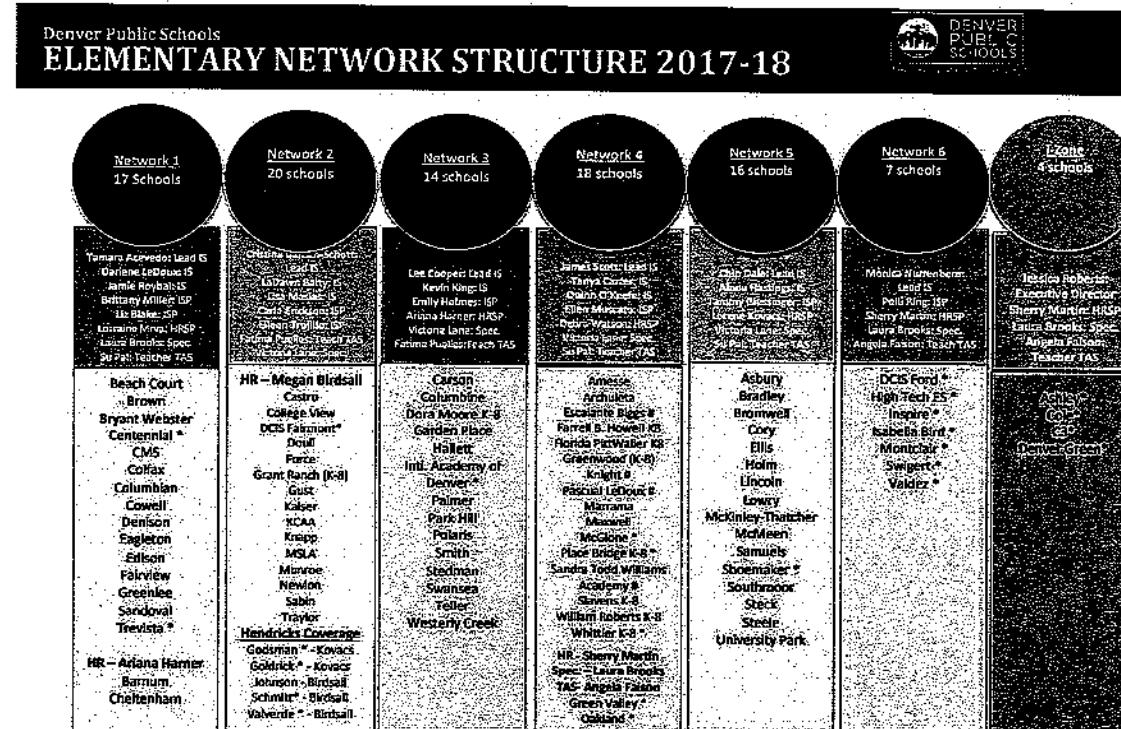
- Team includes:
 - Operations
 - Maintenance
 - Construction Services
 - Planning and Community Use
- Facility Management manages over 16 million square feet of building space and approximately 2,000 acres.
 - 226 schools in 177 DPS facilities
- Facilities Management consists of 721 full-time and approximately 214 part-time employees

SOURCE

- [Managing for Results in America's City Schools](#)



Denver Public Schools - Networks



Key: * Innovation Schools
IS = Early Childhood Center
Parac B-LTS = Laney Nelson
Parac E-SMED Parac = Desirée McConnell
Protach and SSP/TAS = Heather Robbins
ELA Para & GT = Mitchell Pitek
GT = Laney Cooper

Updated 10/2/17

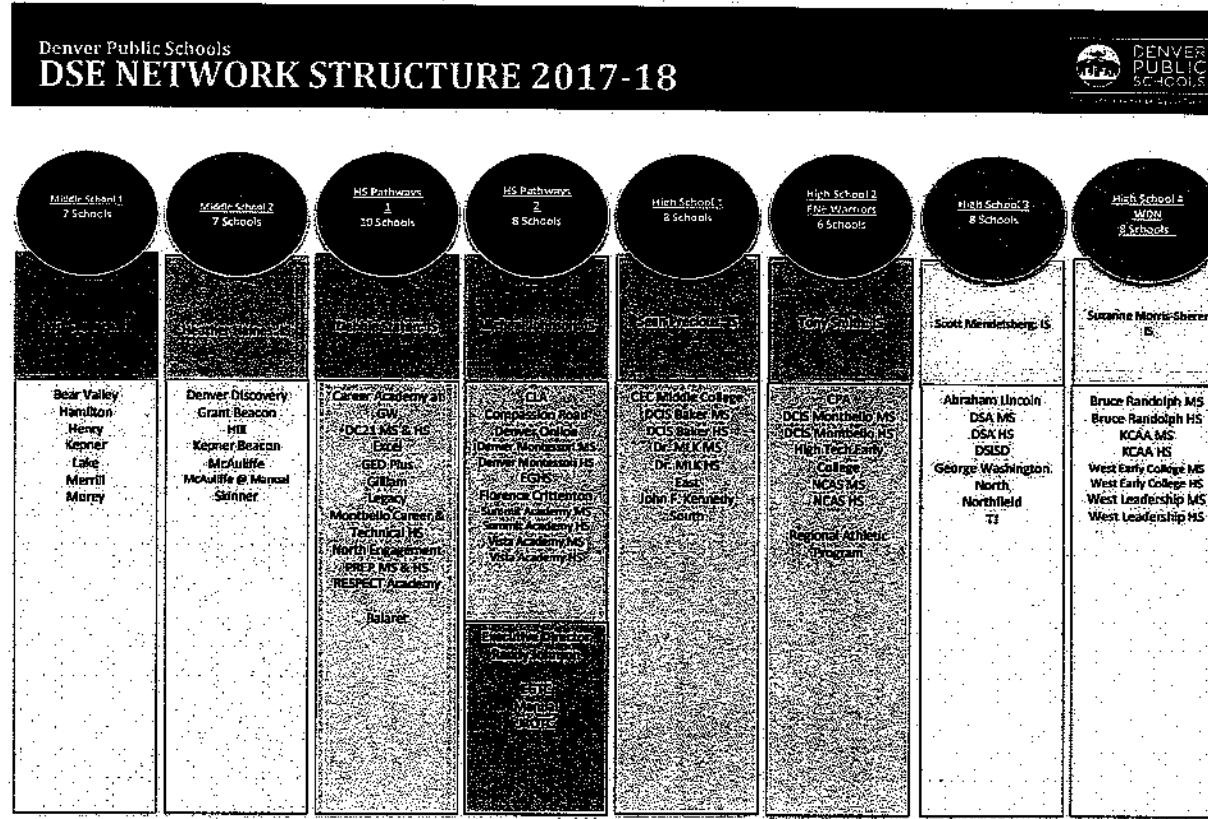
LTS = Long Term Sub GT= Guest Teachers SSP = Specialized Service Providers TAS = Talent Acquisition Specialist Spec. = HR Partner Team Specialist

SOURCE

- [Denver Public Schools Elementary Network Structure](#)



Denver Public Schools - Networks (Cont'd)



SOURCE

- [Denver Public Schools HS Network Structure](#)



New York City - Network Staffing Example

Per Network
25-30 schools
15 staff

Network Leader

Deputy Network Leader

Legal: Covered by
Central
1 Attorney ≈ 125
Schools

Achievement

Achievement/
Instruction

Achievement/
Assessment
Implementation

Student & Family Services

Youth
Development,
ELL, Attendance

Special
Education (Lead)

Operations

Facilities/
Procurement

Budget/
Grants

SOURCE

- [Children First Network Overview](#)



New York City - Network Supports

Operations and Organization	Network leader Deputy network leader student services	Instruction and achievement
Budget and payroll	Youth development	Common core learning standards
Human resources	Special education	Quality review support
Purchasing and procurement	English language learners	Alternative quality reviews
Compliance	Transportation	Inquiry and teacher team support
Food services	Safety and suspensions	Post secondary readiness
Facilities	Attendance	Professional development
Grants		Instructional expectations
Technology applications		Leadership development
		Teacher effectiveness
**Legal Services Provided by Central		Student leadership

SOURCE

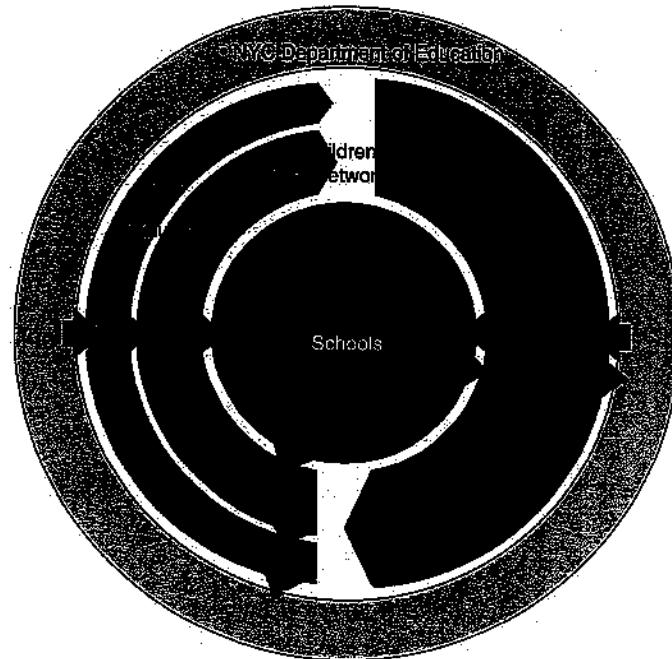
- New York City's Children First Networks: turning accountability on its head



New York City - Network Grouping

New York City

- 60 networks of ~30 schools each
- 6 “Clusters” of 10 networks each interfaced w/ central office
- Retained area superintendent as compliance authority



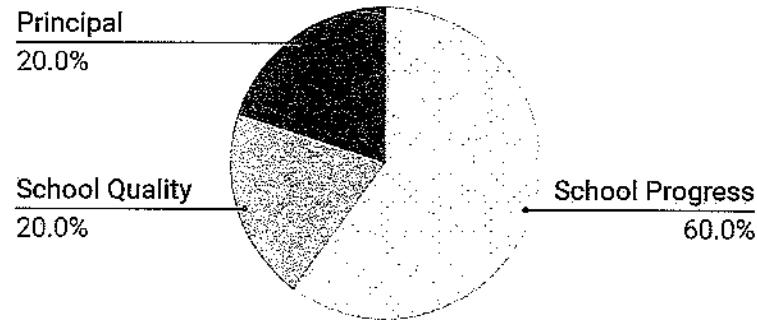
SOURCE

- [New York City's Children First Networks: turning accountability on its head](#)



New York City - Network Accountability

Network Accountability in NYC



- In New York City any network in the bottom 10% percent, two years running, the network leader is dismissed, the network's disbanded
- Any network in the bottom 25% for three years, has to find a new network leader

SOURCE

- [New York City's Children First Networks: turning accountability on its head](#)



Appendix: Network Benchmarks

*Budget calculated using the estimated salary of 1 Instructional Superintendent and 5 support staff members.

**Reflects network model until 2015.

School District	Total # of Schools	# of Networks	# of Schools in Network	Functions of Network	Staffing	Individual Network Budget	Overall Budget
New York City**	1,700	60	25-30	<ul style="list-style-type: none">-Help principals hire teachers-Manage budgets-Find and create specific professional development-Analyze student data-Troubleshoot operational and technical issues	<p>Network Leader</p> <p>15 experts in instruction, operations, and student and family services</p>	\$3 mil	\$181 mil
Denver Public Schools	207	15	Up to 20	<p>Networks provide increasing intensity of support for higher needs schools to implement their improvement plans</p>	<ul style="list-style-type: none">-Instructional Superintendent-5-6 staff members-Instructional Support Partner-Teacher Talent Acquisition-Specialist-Human Resource Specialist	\$633K*	~\$9.5 mil*
Partnership for LA Schools	18	1	18	<ul style="list-style-type: none">- Principal capacity building and support- Teacher professional development and support- Parent advocacy and support- Liaise with central office and local districts on operational issues	<p>CEO</p> <p>35-40 school support staff members</p> <ul style="list-style-type: none">- Instructional support- School Culture & Restorative Justice- Family Community Engagement	~\$7 mil	~\$7 mil



Regionalization - Transportation

Transportation			
District	# Students Enrolled	FTE's	Regionalized
<u>Baltimore Public School District</u>	~81,000	~103	N
<u>Albuquerque Public Schools</u>	~84,000	~209	N
<u>Denver Public Schools</u>	~90,000	<u>~502</u>	Y (2 Terminals)
<u>Dallas Independent School District</u>	~157,000	--	N
<u>L.A. Unified</u>	~530,000	1,224	Y



Regionalization - Food Services

Food Services			
Districts	# Students Enrolled	FTE's	Regionalized
<u>Baltimore Public School District</u>	~81,000	~668	N
<u>Albuquerque Public Schools</u>	~84,000	~612	N
<u>Denver Public Schools</u>	~90,000	~773	N
<u>Dallas Independent School District</u>	~157,000	--	N
<u>L.A. Unified</u>	~530,000	--	Y



Regionalization - School Police

School Safety			
District	#Students Enrolled	School Safety FTE's	Regionalized
<u>Baltimore Public School District</u>	~81,000	~95	N
<u>Albuquerque Public Schools</u>	~84,000	~183	N
<u>Dallas Independent School District</u>	~157,000	~208	N
<u>L.A. Unified</u>	~530,000	~545	Y



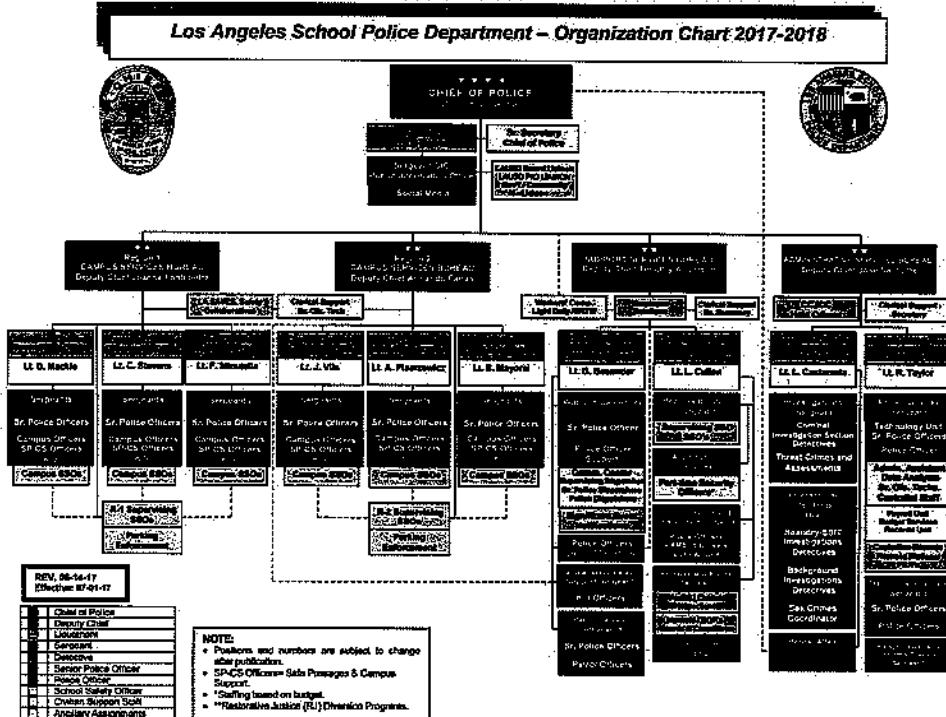
School Safety - Benchmarks

Los Angeles Unified, Baltimore City Public Schools, Dallas Public Schools and Albuquerque School District have their own dedicated school police force.

School Safety Staffing		
District	#Students Enrolled	School Safety FTE's
Baltimore Public School District	~81,000	~95
Albuquerque Public Schools	~84,000	~183
Dallas Independent School District	~157,000	~208
L.A. Unified	~530,000	~545



School Safety - LASPD 2017-2018 Org Chart



SOURCE

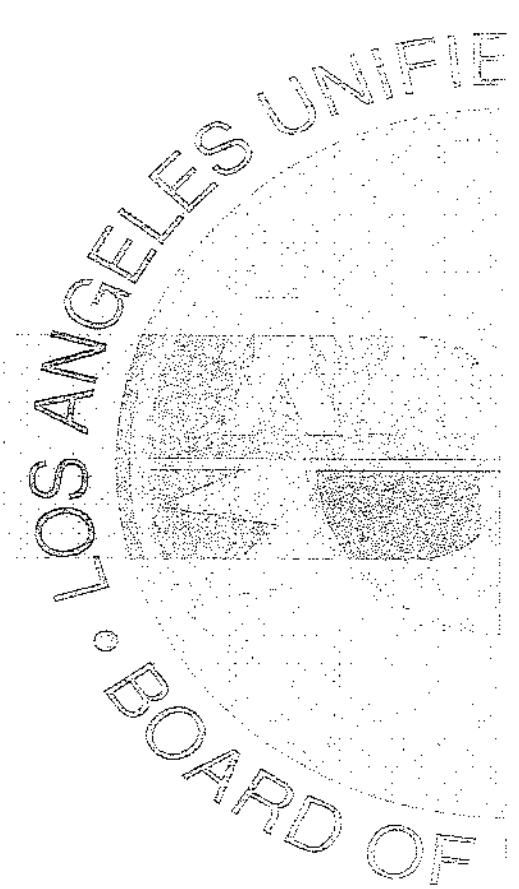
- [LAUSD 2017-2018 Org Chart](#)



LOS ANGELES UNIFIED SCHOOL DISTRICT
REIMAGINING LA UNIFIED
Superintendent Briefing – Network Structure

10/18/18

Confidential Working Draft for Discussion





Agenda

Critical Deliverables on Path to Reimagined LA Unified (Kitamba)

Lean Support Structure for Schools and
Two Options for Network Staffing (Kitamba)

Network Boundaries: Neighborhood or Feeder Pattern (LA Unified)

Next Steps

Appendix



Critical Deliverables on Path to Reimagined LA Unified

Blue = In-Progress

	October	November	December	January
LA Unified	Share Outline of Reimagining Summary Doc (complete) 10/15	Draft Reimagining Summary Doc (in progress) 11/15	Revised Reimagining Summary Doc Draft 12/15	Public announcement on Reimagining and Board vote 1/15
Kitamba	Current Central Office Mapping (FTE + Position)	Reimagined Central Office Mapping (FTE + position)	Refine	Implement
EY	Continue engagement and draft communications plan	Align 19/20 Budget with Reimagining Priorities	Continue engagement and communications	Implement
SW	Design Networks + School Support (FTE, \$)	Refine	Finalize	
	Community Engagement Findings Report	Continue support of community engagement and communications		
	Implementation Plan (Jan - Aug 2019) Draft	Refine	Support implementation	
	Efficiencies Analysis (by 11/23)			
	SpEd Functional Mapping			

Today

*Note: much more detailed work plan with GANTT chart is [linked here](#).



Reimagining LA Unified Engagement Strategy Update and Discussion

Discussion Questions

- What are the Superintendent's "must-do's" on engagement as we draft reimaging documents?
- Which leaders should be engaged to create groundswell of support for the announcement and implementation?

Sept - Oct Listening & Learning	Nov-Dec Analysis & Feedback	Jan 15 (2019) Share Findings
Community Engagement <ul style="list-style-type: none">• Overall engagement with community organizations, parents, staff, and other key stakeholders (In-progress; 850+ community members reached so far, 50+ meetings, ~10-15 organizations)• Host 17 School Based Community Forums (In-progress; 200+ staff and parents reached so far)	<ul style="list-style-type: none">• Analyze engagement data• Share out findings from community engagement in 3-5 page report	<ul style="list-style-type: none">• Reengage partners and key stakeholders to discuss the concept paper and recommendations
Communications <ul style="list-style-type: none">• Draft integrated communications plan by the end of Oct (led by LA Unified Communications team)• Identify partners and messengers to support the reimaging work	<ul style="list-style-type: none">• Activate communications plan (placeholder / based on integrated communications plan)	<ul style="list-style-type: none">• Publicly release the Reimaging Summary Document with the support of community partners



Agenda

Critical Deliverables on Path to Reimagined LA Unified (Kitamba)

Lean Support Structure for Schools and Two Options for Network Staffing (Kitamba)

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Next Steps

Appendix



Empower Schools and Gain Efficiencies by Rebalancing Functions Across LA Unified

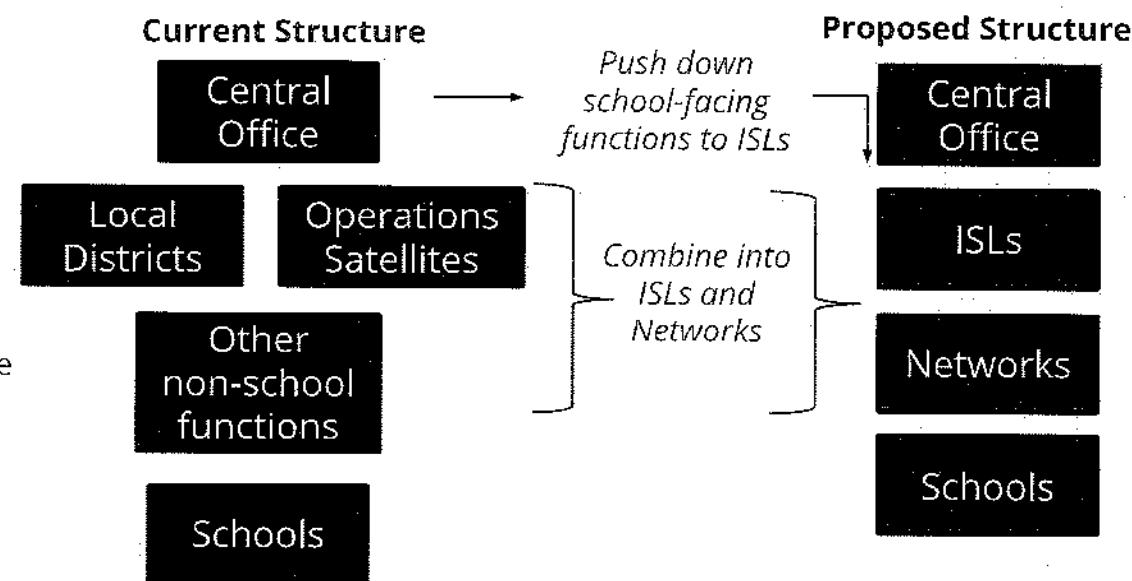
The below proposed structure provides **better customer service and support** for schools at a **lower cost**.

Proposed Structure	Recommendation	Why?
Lean Central Office	Organize Central Office around critical services and economies of scale	Lean central office frees resources for schools and financial stability
Integrated Service Units	Create ~8 Integrated Service Units (ISUs) to provide school-facing operations and special population support	Cohesive school-facing operations, compliance, and other non-instructional support functions into a customer service-oriented structure
Networks	Create ~32 networks to streamline bureaucracy and create cross-functional support teams	Networks staffed with skilled generalists , enabling schools to focus on instruction
Schools	Empower schools by allocating more resources and giving autonomy (~33-34 schools / network)	Schools interface with network staff to address instructional and operational challenges with clear line of sight to support



Improving Customer Service for Schools and Allocating More Resources through Implementation of the Network and ISL Structure

- Notes:**
- Operations / compliance and instructional support are consolidated
 - Lack of clarity around who principal contacts to solve problems



- Notes:**
- Divide operations / compliance and instructional support functions
 - Networks staffed with **skilled generalists** for nimble support to schools



The Network structure also creates a cross-functional team, with more focus on instruction and high-touch interactions with schools

Position	Function	Targeted	Benchmarked	Benchmark Details: [*]
Network Director	Manages network, evaluates principals, lead advisor and principal coach	1	1	<ul style="list-style-type: none">All ratios are ratio of instructional lead to schools
Deputy Network Director / Instructional Lead	Advisor and principal coach, supports instructional planning, interfaces with ISUs on instruction related items	1	4	<ul style="list-style-type: none">The current LD:school ratio of 1:23 in elementary schools
Operations Generalist	Triage operational issues and interface with ISUs on all non-instructional items	1	3	<ul style="list-style-type: none">Benchmarks: NYC (1:6), Denver (1:4), Partnership for LA Schools (1:4)
Family and Community Engagement	Support school family and community engagement efforts	1	1	<ul style="list-style-type: none">"Benchmark" ratio is 1:6
Special Populations	Triage special population issues with ISUs	1	1	<ul style="list-style-type: none">"Targeted" ratio is ~1:15

**See appendix for benchmarking summary*



Preliminary estimates suggest more efficient use of resources and better service to schools possible

Preliminary network cost estimates -- Kitamba to work with budget office to detail potential savings of new structure, taking into account entitlements and one time funds.

	Targeted Support (Avg. 5 FTEs)		Benchmarked Support (Avg. 10 FTEs)	
	Scenario 1	Scenario 1a	Scenario 2	Scenario 2a
Total network FTEs	160	160	320	320
Total network cost	\$25.7M	\$25.7M	\$51.4M	\$51.4M
Avg. cost per network	\$0.8M	\$0.8M	\$1.6M	\$1.6M
Net reduction in FTEs from network structure	175	175	15	15

Notes:

-The budget for the current Local Districts is \$62.5M and includes 335 FTEs and \$12M of non-personnel costs.



Agenda

Critical Deliverables on Path to Reimagined LA Unified (Kitamba)

Lean School Support Structure and
Two Options for Network Staffing Network (Kitamba)

Network Boundaries: Neighborhood or Feeder Pattern (LA Unified)

Next Steps

Appendix





Two Approaches to Network Design

**Community
Neighborhood
Networks Approach**



**Families of Schools:
Feeder Pattern Networks
Approach**





Community Neighborhood Networks Approach

- Create **32** networks organized by **neighborhood** based on where schools are located.
- School networks leverage and engage **community resources** in support of the Whole Child.
- Network leaders focus on building **portfolio of schools** that serve the community and provide opportunities and choice to families and students.
- School leaders work with major employers and other **resources** to offer internships, career education, and pathways to jobs and careers.



15,493

Average student enrollment per community network



34

Average number of schools per network



Families of Schools: Feeder Pattern Networks Approach

- Create **33** feeder pattern networks organized around **existing feeder patterns**.
- Feeder pattern schools collaborate to deliver consistent education and **coherent instructional programs** across grade levels.
- The goal is to keep children together as they progress through school, **minimizing the impact of disruptive transition periods** such as moving from elementary to middle school.
- Feeder pattern networks **support students with disabilities, English learners, and other focus subgroups** at school level transitions.



15,024

Average student enrollment per feeder pattern network



33

Average number of schools per feeder pattern network



Two Approaches to Network Design

**Community
Neighborhood
Networks Approach**



**Families of Schools:
Feeder Pattern Networks
Approach**





Agenda

Critical Deliverables on Path to Reimagined LA Unified (Kitamba)

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We are continuing our analysis in the following areas

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- Continue ongoing community engagement (850+ community members, parents, and staff; 50+ meetings so far) (**KIT w/ LA Unified**)
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School Performance Framework

- Providing project management support to SPF working group (**KIT**)
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Persistently underserved schools have a further affiliation beyond geographic network and leadership and structures to support improvement

Affiliations

- Groupings of schools based on performance or type *in addition* to networks
- Lean staffing to provide additional support and cross-school learning
- E.g. - Persistently struggling schools, secondary / high schools, personalized learning / innovation on specific learning model or support for student population affiliations

How do we identify a low-performing school?

- Low-performing schools will be identified by an analysis of school achievement data and other factors; in the future the SPF will inform this designation

How are we empowering low-performing schools?

- Identifying cadre of high potential leaders from LA and externally
- Leaders get targeted management support (Leadership Academy model (?) and cohort model)
- Leaders choose from a list of pre-approved improvement models (e.g. Hopkins)
- Receive supplemental resources
- Choose from a list of pre-approved support vendors

Next Steps:

- Confirm identification of low-performing school (via SPF)
- Allocation of supplemental resources to low-performing schools (from projected savings)
- Build out support model
- Confirm composition of central office support team



A lean instructional team at central office offers strategic support and sets the overall instructional vision but does not provide direct support

What is the role of Division and Instruction?

- Set instructional vision for LA Unified and develops coherent academic plan
- Identify basic “full support” package with aligned curriculum, assessment, and professional development
- Pre-approve list of vendors
- Identify high-leverage hot-spots and scale
- Conduct research
- Provide more intensive supports for low-performing schools
- Strategic procurement

Next Steps:

- Confirm composition of central office division
- Develop processes for critical division functions
- Align procurement recommendations to determine options for Instruction / Procurement coordination



Focus school empowerment efforts on instruction for 2019-20 school year

	Category	School Decision-Making	Gate	Autonomy for 2019-20
People 	Talent Management & Staffing	<ul style="list-style-type: none">Hire, assign, promote, and evaluate teachers and support staff, and create new roles	<ul style="list-style-type: none">Collective Bargaining Agreement	
Time 	School Schedule and Calendar	<ul style="list-style-type: none">Develop aligned school schedule and calendar	<ul style="list-style-type: none">Collective Bargaining Agreement	
Money 	Equitable, Efficient, and Impactful use of Resources	<ul style="list-style-type: none">Align school budgets to all autonomies	<ul style="list-style-type: none">District policyState law	
Program 	Instructional Expectations and Practices	<ul style="list-style-type: none">Adopt, design, or source curriculum and interim assessments / use of data and progress monitoring	<ul style="list-style-type: none">District policyState lawConsent decreeState law	
Program 	Professional Learning for Teachers and School Staff	<ul style="list-style-type: none">Adopt, design, or source and deliver professional learning	<ul style="list-style-type: none">District policy	
Program 	School Culture, Climate, and Core Values e.g. Achievement, Equity, and Inclusion	<ul style="list-style-type: none">Establish support systems for social/emotional health of students and culture for adults focusing on core values	<ul style="list-style-type: none">District policy	

For Discussion:

- Focus efforts on empowerments unrelated to CBA due to ongoing negotiations
- Sequence budget empowerment with instructional flex for next year (via menu of services)
- Implications for low-performing schools (next slide)
- Implications for Division of Instruction at central office (slide after next)



Agenda

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Lean School Support Structure and
Two Options for Network Staffing Network (Kitamba)

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Appendix



Reimagining Summary Document Working Outline

- **Guiding Principles**
- **Strategic Priorities**
- **A System Designed Around Great Schools**
 - Schools:
 - Empowered Schools
 - Opt-In Instructional Package
 - Other Empowerment Options
 - Persistently Low Performing Schools Affiliation
 - Secondary Schools Affiliation
 - Networks
 - Integrated Service Layers
 - Central Office
- **Budget Implications**
 - Overall Revenue
 - Schools
 - Networks
 - Clusters of Networks
 - Central Office
 - Efficiencies
 - Summary
- **Governance**
- **Overview of Implementation Plan: How will we get from here to there?**



An Integrated Service Unit streamlines the bureaucracy by creating smaller, cross-functional school support units

Summary of ISU role: Provide school facing and operations and special population support	Function	ISU Role (n = 8)	Central Office Role
	Facilities (<i>EY to inform structure</i>)	<ul style="list-style-type: none">MaintenancePlant improvements	<ul style="list-style-type: none">Design standardsProject prioritizationBond / capital management
Recommendation: <ul style="list-style-type: none">Reallocate school-facing central office positions and itinerants into 8 ISUs<i>Position and resource implications pending further functional mapping and analysis</i>	Family Engagement and Comms	<ul style="list-style-type: none">Support position(s)	<ul style="list-style-type: none">Board engagementPublic relationsOverall brand
	Financial Management (<i>EY to inform structure</i>)	<ul style="list-style-type: none">Fiscal Specialist	<ul style="list-style-type: none">Equitable resource allocationCore budgetingAccountingFinancial compliance
	IT (<i>EY to inform structure</i>)	<ul style="list-style-type: none">Maintenance and tech support	<ul style="list-style-type: none">Technology standardsNetwork infrastructureHelpdeskCore data systems such as MSIS
	Special Education (<i>Thirdway to inform structure</i>)	<ul style="list-style-type: none">Likely reallocation of itinerants	<ul style="list-style-type: none">Compliance



Appendix: Network Benchmarks

*Budget calculated using the estimated salary of 1 Instructional Superintendent and 5 support staff members.

**Reflects network model until 2015.

School District	Total # of Schools	# of Networks	# of Schools in Network	Functions of Network	Staffing	Individual Network Budget	Overall Budget
New York City**	1,700	60	25-30	<ul style="list-style-type: none"> -Help principals hire teachers -Manage budgets -Find and create specific professional development -Analyze student data -Troubleshoot operational and technical issues 	Network Leader 15 experts in instruction, operations, and student and family services	\$3 mil	\$181 mil
Denver Public Schools	207	15	Up to 20	Networks provide increasing intensity of support for higher needs schools to implement their improvement plans	<ul style="list-style-type: none"> -Instructional Superintendent 5-6 staff members -Instructional Support Partner -Teacher Talent Acquisition -Specialist -Human Resource Specialist 	\$633K*	~\$9.5 mil*
Partnership for LA Schools	18	1	18	<ul style="list-style-type: none"> - Principal capacity building and support - Teacher professional development and support - Parent advocacy and support - Liaise with central office and local districts on operational issues 	CEO 35-40 school support staff members <ul style="list-style-type: none"> - Instructional support - School Culture & Restorative Justice - Family Community Engagement 	~\$7 mil	~\$7 mil



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School District	Total # of Schools	# of Networks	# of Schools in Network	Functions of Network	Staffing	Individual Network Budget	Overall Budget
Proposed LA Unified Networks	~1,000	32	~33-34	<ul style="list-style-type: none">- Principal capacity building and support- Teacher professional development and support- Parent advocacy and support- Special populations support	<p>Network Director</p> <p>flexible additional staff:</p> <ul style="list-style-type: none">- Deputy network director / instructional lead- Operations support- Family & community engagement- Special populations	\$1.5 - \$3M (contingent on FTE count)	\$48M - \$96M (contingent on FTE count)



Integrated Gantt Chart / Project Plan (1 of 2)

Critical Milestones

Critical Milestones	Responsible Person	Organization Owner	Supporting Person	Start Date	Completion Date	Tracker
<p>Outline of Reimagining Summary Document: share with LA for feedback, outline will include:</p> <ul style="list-style-type: none">- strategic priorities- high level network structure (Rationale for network structure, FTE, cost model)- high level functional maps for schools, networks, and Beaudry- counts of networks- high-level supports networks and Beaudry provide place holder for EY findings	Collin	Kitamba	Sam	8/27	10/15	Complete
<p>Briefing with Superintendent / leadership</p> <p><i>Proposed topics:</i></p> <ul style="list-style-type: none">-Network cost and staffing model w/ headcount and responsibilities, benchmarked against costs and staffing of other networks/support models (Denver + NYC)-Review status of critical milestones/GANTT chart-Confirm components of Reimagining Summary document-Plan for rollout strategy (in particular identify community leaders to support plan and timeline of touchpoints with them)	Erin	Kitamba	Collin	10/18	10/18	In progress On track
<p>Draft implementation plan for Jan-Aug 2019: share with LA for feedback</p>	Erin	Kitamba	Sam	9/14	10/31	In progress On track
<p>Briefing with Superintendent / leadership</p> <p><i>Proposed topics:</i></p> <ul style="list-style-type: none">-Review recommended school supports/flexibility options including for struggling schools-Discuss network governance and holding networks accountable	Erin	Kitamba	Collin	10/31	10/31	In progress On track

Focus For Today

[Link to full integrated work plan](#)



Integrated Gantt Chart / Project Plan (2 of 2)

Critical Milestones

Critical Milestones	Responsible Person	Organization Owner	Supporting Person	Start Date	Completion Date	Tracker
Prepare overview of known budget and personnel implications for 11/15 summary document (with named uncertainties from EY)	Mark	Kitamba		11/9	11/15	Not yet started
First Draft Reimagining Summary Document: share with LA for feedback - LA leadership team to review on 11/9	Collin	Kitamba	Sam	10/5	11/15	In progress On track
Community engagement report -3-5 pages -main themes -lists and counts of those engaged	Erin	Kitamba/LA	Sam	10/31	11/15	Not yet started
Activate integration of financial impact of reimagining priorities (schools, networks, reduced Beaudry) with 19-20 budget	Mark	Kitamba / LA / EY		11/26	11/30	Not yet started
Integrate EY efficiencies recommendations and reimagined priorities into 19/20 budget	Scott Price	LA	(EY?)	11/26	12/31	Not yet started
Final Draft: Reimagining Summary Document: share for feedback and refine Dec - Jan	Collin	Kitamba	Sam	12/3	1/15	Not yet started
Individual board briefings on reimagining plan and SPF design	TBC	LA	Erin	12/3	12/31	Not yet started
Public release/announcement of plan	Supt	LA		1/15	1/15	Not yet started

[Link to full integrated work plan](#)



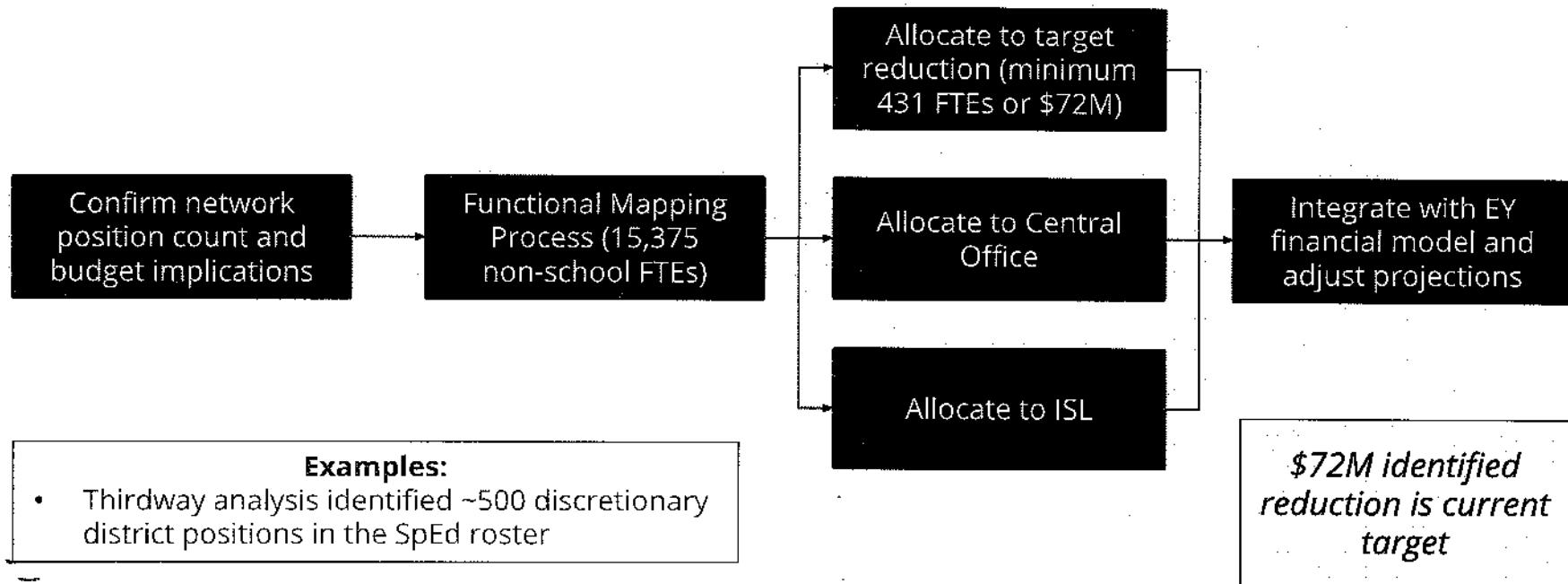
Proposed Immediate Decision Path for Each Deliverable for Discussion Oct - Dec'18

Interdependent

Deliverable	Oct	Nov	Dec
Develop a School Performance Framework	<ul style="list-style-type: none"> Define shared values (10/31) Define measures / indicators (10/31) 	<ul style="list-style-type: none"> Define weights and target/cut points (11/30) Develop SPF policy (including tiers/ratings and implications for schools) (11/30) 	<ul style="list-style-type: none"> Pressure test & finalize SPF design (12/31)
Increase Principal Decision-Making	<ul style="list-style-type: none"> Define principal decision-making (TODAY) Activate autonomies work group (to streamline & reduce barriers, e.g. to grant waivers) (TODAY) Determine potential flexible resources for schools (10/15) Confirm principal decision-making for 19-20 (10/22) 	<ul style="list-style-type: none"> Determine path to enabling principal decision-making (11/30) Determine path to providing flexible resources for schools (11/30) 	<ul style="list-style-type: none"> Finalize principal flexibilities and resources in Reimagine Plan (12/31)
Implement the Structure to Support Principal Decision-Making	<ul style="list-style-type: none"> Confirm network structure direction (9/26) Determine network governance (10/31) Determine network accountability (10/31) Determine central office structure (school support only) (10/31) 	<ul style="list-style-type: none"> Implementation plan to operationalize networks (11/30) Network launch prep and materials (e.g. job descriptions and potential candidates) (11/30) 	<ul style="list-style-type: none"> Finalize support structures (functional maps / roles) in Reimagine Plan (12/31)
Analysis and Integration	<ul style="list-style-type: none"> Activate current central office functional and position analysis/mapping (LA) (9/26); Confirm Kitamba launch on functional analysis for instructional divisions implicated by new network structure (K) (9/26) Initial analysis on network structure costs (K) (10/1) Functional map and cost for network structure with implications for local districts and central office (K) (10/31) 	<ul style="list-style-type: none"> Integrate Kitamba's functional cost and position analysis with initial EY efficiency findings for review and discussion (LA / K / EY) (by 11/23) Review initial integrated Reimagining priorities (schools, networks, reduced central office) for feedback (discuss date) Activate integration of reimagining priorities (schools, networks, reduced central office) with 19-20 budget (LA/TBD) (discuss date) 	<ul style="list-style-type: none"> Implementation plan to operationalize networks (K) 12/31 and central office (LA) (12/31) Current budget analysis on initial unit costing of network services (LA) (12/31) Integrate efficiencies recommendations into budget (LA) (12/31)



The central office functional mapping process will identify where positions are located and the right allocation of positions to central office and the ISLs





Community Partners Engagement (In-Progress)

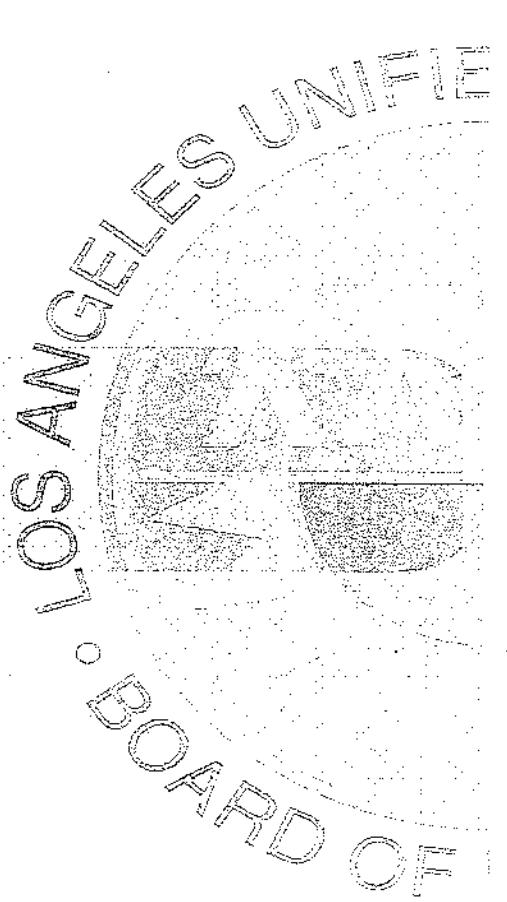
<i>Stakeholder Group</i>	<i>Organizations</i>	<i>Number of Meetings</i>	<i>Total Number of Participants</i>
Local Community Based Organizations Coalitions and Faith-Based leaders	BD 2 Community Partners Meeting (Multiple organizations) Reimaging Briefing for Community Based Organizations (CLASS, Equity Alliance, Network Partners, EdLoC, Others)	1 3	50 36
Network Partner	Partnership for Los Angeles Schools	1	6
Grand Total		5	92



LOS ANGELES UNIFIED SCHOOL DISTRICT
REIMAGINING LA UNIFIED
Superintendent Briefing – Network Structure

10/18/18

Confidential Working Draft for Discussion





Agenda

Critical Deliverables on Path to Reimagined LA Unified (Kitamba)

Lean Support Structure for Schools and
Two Options for Network Staffing (Kitamba)

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Next Steps

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Critical Deliverables on Path to Reimagined LA Unified

Blue = In-Progress

	October	November	December	January
LA Unified	Share Outline of Reimagining Summary Doc (complete) 10/15	Draft Reimagining Summary Doc (in progress) 11/15	Revised Reimagining Summary Doc Draft 12/15	Public announcement on Reimagining and Board vote 1/15
Kitamba	Current Central Office Mapping (FTE + Position)	Reimagined Central Office Mapping (FTE + position)	Refine	Implement
EY	Continue engagement and draft communications plan	Align 19/20 Budget with Reimagining Priorities	Continue engagement and communications	Implement
3W	Design Networks + School Support (FTE, \$)	Refine	Finalize	
	Community Engagement Findings Report	Continue support of community engagement and communications		
	Implementation Plan (Jan - Aug 2019) Draft	Refine		Support implementation
	Efficiencies Analysis (by 1/1/23)			
	SpEd Functional Mapping			

Today

*Note: much more detailed work plan with GANTT chart is [linked here](#).



Reimagining LA Unified Engagement Strategy Update and Discussion

Discussion Questions

- What are the Superintendent's "must-do's" on engagement as we draft reimaging documents?
- Which leaders should be engaged to create groundswell of support for the announcement and implementation?

Sept - Oct Listening & Learning	Nov-Dec Analysis & Feedback	Jan 15 (2019) Share Findings
Community Engagement <ul style="list-style-type: none">• Overall engagement with community organizations, parents, staff, and other key stakeholders (In-progress; 850+ community members reached so far, 50+ meetings, ~10-15 organizations)• Host 17 School Based Community Forums (In-progress; 200+ staff and parents reached so far)	<ul style="list-style-type: none">• Analyze engagement data• Share out findings from community engagement in 3-5 page report	<ul style="list-style-type: none">• Reengage partners and key stakeholders to discuss the concept paper and recommendations
Communications <ul style="list-style-type: none">• Draft integrated communications plan by the end of Oct (led by LA Unified Communications team)• Identify partners and messengers to support the reimaging work	<ul style="list-style-type: none">• Activate communications plan (placeholder / based on integrated communications plan)	<ul style="list-style-type: none">• Publicly release the Reimaging Summary Document with the support of community partners



Agenda

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Empower Schools and Gain Efficiencies by Rebalancing Functions Across LA Unified

The below proposed structure provides **better customer service and support** for schools at a **lower cost**.

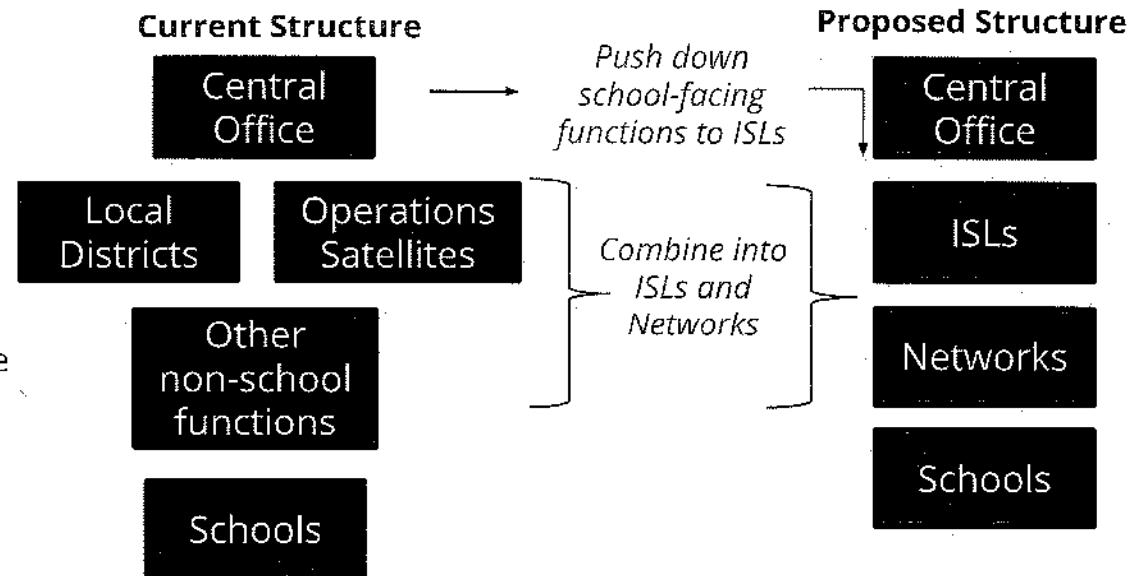
Proposed Structure	Recommendation	Why?
Lean Central Office	Organize Central Office around critical services and economies of scale	Lean central office frees resources for schools and financial stability
Integrated Service Units	Create ~8 Integrated Service Units (ISUs) to provide school-facing operations and special population support	Cohesive school-facing operations, compliance, and other non-instructional support functions into a customer service-oriented structure
Networks	Create ~32 networks to streamline bureaucracy and create cross-functional support teams	Networks staffed with skilled generalists , enabling schools to focus on instruction
Schools	Empower schools by allocating more resources and giving autonomy (~33-34 schools / network)	Schools interface with network staff to address instructional and operational challenges with clear line of sight to support



Improving Customer Service for Schools and Allocating More Resources through Implementation of the Network and ISL Structure

Notes:

- Operations / compliance and instructional support are consolidated
- Lack of clarity around who principal contacts to solve problems



Notes:

- Divide operations / compliance and instructional support functions
- Networks staffed with **skilled generalists** for nimble support to schools



The Network structure also creates a cross-functional team, with more focus on instruction and high-touch interactions with schools

Position	Function	Targeted	Benchmarked	Benchmark Details:*
Network Director	Manages network, evaluates principals, lead advisor and principal coach	1	1	<ul style="list-style-type: none">All ratios are ratio of instructional lead to schools
Deputy Network Director / Instructional Lead	Advisor and principal coach, supports instructional planning, interfaces with ISUs on instruction related items	1	4	<ul style="list-style-type: none">The current LD:school ratio of 1:23 in elementary schools
Operations Generalist	Triage operational issues and interface with ISUs on all non-instructional items	1	3	<ul style="list-style-type: none">Benchmarks: NYC (1:6), Denver (1:4), Partnership for LA Schools (1:4)
Family and Community Engagement	Support school family and community engagement efforts	1	1	<ul style="list-style-type: none">"Benchmark" ratio is 1:6
Special Populations	Triage special population issues with ISUs	1	1	<ul style="list-style-type: none">"Targeted" ratio is ~1:15

*See appendix for benchmarking summary



Reallocating local district functions to 32 networks can reduce net positions and is an opportunity to allocate more resources directly to schools

	Targeted Network Staffing (~5 FTE)	Benchmarked Network Staffing (~10 FTE)
Use savings to offset deficit	Scenario 1: <ul style="list-style-type: none">Average of 5 FTEs per networkSavings used to offset deficit (\$36.9M)	Scenario 2: <ul style="list-style-type: none">Average of 10 FTEs per networkSavings used to offset deficit (\$11.2M)
Use savings to support schools	Scenario 1a: <ul style="list-style-type: none">Average of 5 FTEs per networkSavings allocated to schools (\$36.9M)	Scenario 2a: <ul style="list-style-type: none">Average of 10 FTEs per networkSavings allocated to schools (\$11.2M)
Notes	<ul style="list-style-type: none">Instructional coach ratio is 3x below benchmarkRequires prioritization of support needs	<ul style="list-style-type: none">Aligned w/ benchmarksFaster, more responsive support to schools (assumes strong network talent)

Guiding Question:

- How should we think about allocating the savings from restructuring into networks?



Preliminary estimates suggest more efficient use of resources and better service to schools possible

**In any scenario, the proposed network structures would create savings of at least \$11.2M.
The remaining savings to meet the deficit obligations would come from the ongoing central office restructuring effort and EY's efficiency research.**

	Targeted Support (Avg. 5 FTEs)		Benchmarked Support (Avg. 10 FTEs)	
	Scenario 1	Scenario 1a	Scenario 2	Scenario 2a
Total network FTEs	160	160	320	320
Total network cost	\$25.7M	\$25.7M	\$51.4M	\$51.4M
Avg. cost per network	\$0.8M	\$0.8M	\$1.6M	\$1.6M
Net reduction in FTEs from network structure	175	175	15	15
Net savings from network structure	\$36.9M	\$36.9M	\$11.2M	\$11.2M
Savings on personnel costs	\$26.1M	\$26.1M	\$1.6M	\$1.6M
Savings on non-personnel costs	\$10.8M	\$10.8M	\$9.6M	\$9.6M
Remaining '19-20 FTE reduction in Central Office	210	431	364	431
Savings in '19-20 from FTE reduction in Central Office	\$35.0M	\$71.9M	\$60.7M	\$71.9M

Notes:

-The budget for the current Local Districts is \$62.5M and includes 335 FTEs and \$12M of non-personnel costs.

-Savings estimates for central office assume 75% of the reduction in central office is effectuated through FTE reductions. Projections do not include savings from EY's pending efficiency recommendations.

-Amount of remaining reduction in central office based on needed \$71.9M of savings for School Year '19-20 identified in the revised, Board-approved Fiscal Stabilization Plan as of 10/2/18.



Agenda

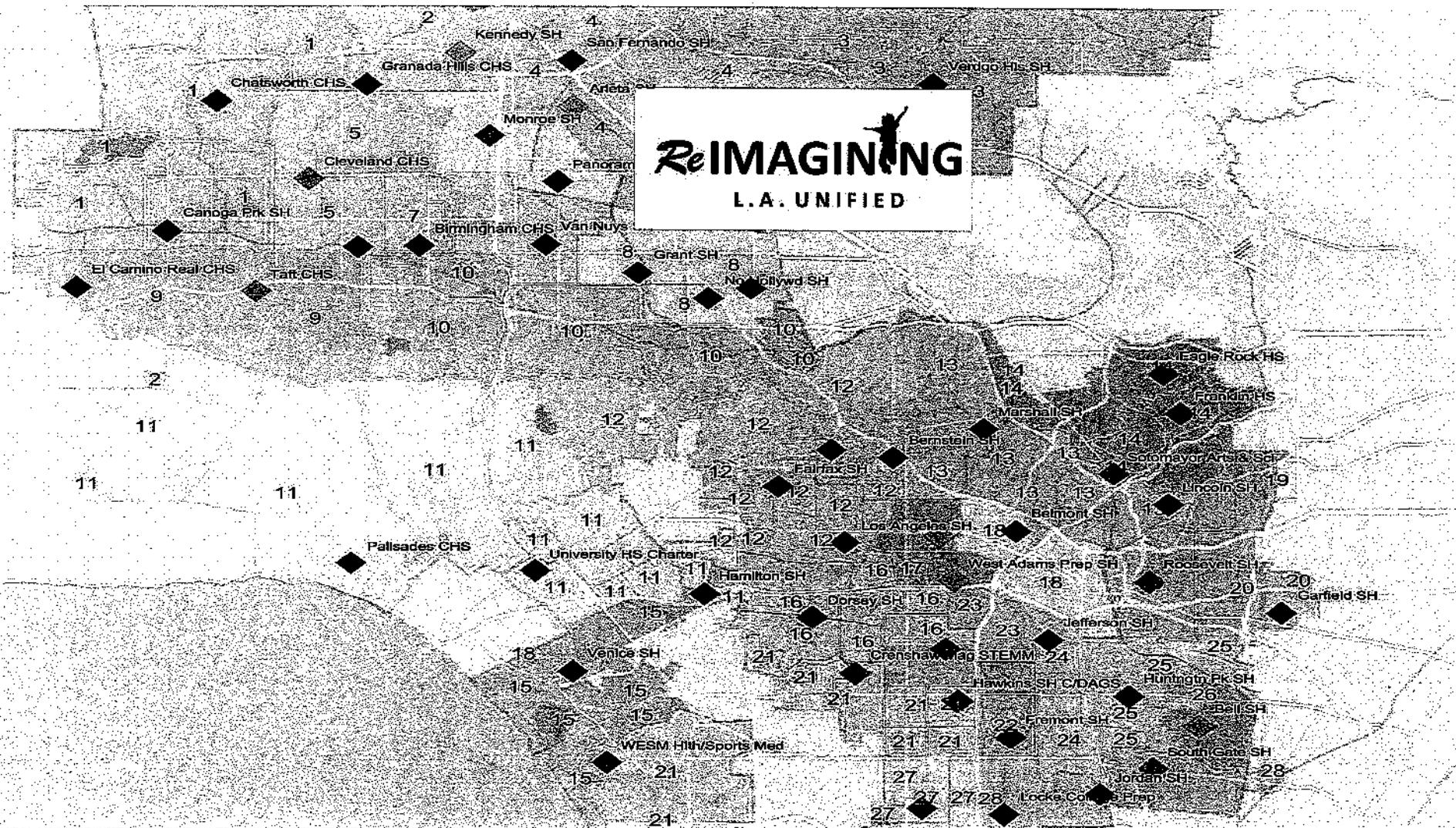
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Two Approaches to Network Design

**Community
Neighborhood
Networks Approach**



**Families of Schools:
Feeder Pattern Networks
Approach**





Community Neighborhood Networks Approach

- Create **32** networks organized by **neighborhood** based on where schools are located.
- School networks leverage and engage **community resources** in support of the Whole Child.
- Network leaders focus on building **portfolio of schools** that serve the community and provide opportunities and choice to families and students.
- School leaders work with major employers and other **resources** to offer internships, career education, and pathways to jobs and careers.



15,493

Average student enrollment per community network



34

Average number of schools per network



Families of Schools: Feeder Pattern Networks Approach

- Create **33** feeder pattern networks organized around **existing feeder patterns**.
- Feeder pattern schools collaborate to deliver consistent education and **coherent instructional programs** across grade levels.
- The goal is to keep children together as they progress through school, **minimizing the impact of disruptive transition periods** such as moving from elementary to middle school.
- Feeder pattern networks **support students with disabilities, English learners, and other focus subgroups** at school level transitions.



15,024

Average student enrollment per feeder pattern network



33

Average number of schools per feeder pattern network



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**Community
Neighborhood
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**Families of Schools:
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We are continuing our analysis in the following areas

Schools, People, Money

- Reimagining Summary Document (KIT)
 - School Empowerment
 - Central Office and Network Structure
 - Affiliations for Specific Schools
 - Related Budget Implications
 - Network Governance
 - Network Accountability
- Reimagining process for all divisions (**LA Unified with Kit support on process and templates**)
- Aligning EY recommendations to reimagining process (**all**)

Communications and Engagement

- Continue ongoing community engagement (850+ community members, parents, and staff; 50+ meetings so far) (**KIT w/ LA Unified**)
- Continue school based community forums (200+ staff and parents reached so far) (**KIT w/ LA Unified**)
- Activate planning of integrated communications effort (**LA Unified w/ KIT**)

School Performance Framework

- Providing project management support to SPF working group (**KIT**)
- Develop SPF options for presentation to working group (**LA Unified w/ Kit**)



Persistently underserved schools have a further affiliation beyond geographic network and leadership and structures to support improvement

Affiliations

- Groupings of schools based on performance or type *in addition* to networks
- Lean staffing to provide additional support and cross-school learning
- E.g. - Persistently struggling schools, secondary / high schools, personalized learning / innovation on specific learning model or support for student population affiliations

How do we identify a low-performing school?

- Low-performing schools will be identified by an analysis of school achievement data and other factors; in the future the SPF will inform this designation

How are we empowering low-performing schools?

- Identifying cadre of high potential leaders from LA and externally
- Leaders get targeted management support (Leadership Academy model (?) and cohort model)
- Leaders choose from a list of pre-approved improvement models (e.g. Hopkins)
- Receive supplemental resources
- Choose from a list of pre-approved support vendors

Next Steps:

- Confirm identification of low-performing school (via SPF)
- Allocation of supplemental resources to low-performing schools (from projected savings)
- Build out support model
- Confirm composition of central office support team



A lean instructional team at central office offers strategic support and sets the overall instructional vision but does not provide direct support

What is the role of Division and Instruction?

- Set instructional vision for LA Unified and develops coherent academic plan
- Identify basic “full support” package with aligned curriculum, assessment, and professional development
- Pre-approve list of vendors
- Identify high-leverage hot-spots and scale
- Conduct research
- Provide more intensive supports for low-performing schools
- Strategic procurement

Next Steps:

- Confirm composition of central office division
- Develop processes for critical division functions
- Align procurement recommendations to determine options for Instruction / Procurement coordination



Focus school empowerment efforts on instruction for 2019-20 school year

	Category	School Decision-Making	Gate	Autonomy for 2019-20
People 	Talent Management & Staffing	<ul style="list-style-type: none">Hire, assign, promote, and evaluate teachers and support staff, and create new roles	<ul style="list-style-type: none">Collective Bargaining Agreement	
Time 	School Schedule and Calendar	<ul style="list-style-type: none">Develop aligned school schedule and calendar	<ul style="list-style-type: none">Collective Bargaining Agreement	
Money 	Equitable, Efficient, and Impactful use of Resources	<ul style="list-style-type: none">Align school budgets to all autonomies	<ul style="list-style-type: none">District policyState law	
Program 	Instructional Expectations and Practices	<ul style="list-style-type: none">Adopt, design, or source curriculum and interim assessments / use of data and progress monitoring	<ul style="list-style-type: none">District policyState lawConsent decreeState law	
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For Discussion:

- Focus efforts on empowerments unrelated to CBA due to ongoing negotiations
- Sequence budget empowerment with instructional flex for next year (via menu of services)
- Implications for low-performing schools (next slide)
- Implications for Division of Instruction at central office (slide after next)



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- **Overview of Implementation Plan: How will we get from here to there?**



An Integrated Service Unit streamlines the bureaucracy by creating smaller, cross-functional school support units

Summary of ISU role: Provide school facing and operations and special population support	Function	ISU Role (n = 8)	Central Office Role
	Facilities (EY to inform structure)	<ul style="list-style-type: none">MaintenancePlant improvements	<ul style="list-style-type: none">Design standardsProject prioritizationBond / capital management
Recommendation: <ul style="list-style-type: none">Reallocate school-facing central office positions and itinerants into 8 ISUs<i>Position and resource implications pending further functional mapping and analysis</i>	Family Engagement and Comms	<ul style="list-style-type: none">Support position(s)	<ul style="list-style-type: none">Board engagementPublic relationsOverall brand
	Financial Management (EY to inform structure)	<ul style="list-style-type: none">Fiscal Specialist	<ul style="list-style-type: none">Equitable resource allocationCore budgetingAccountingFinancial compliance
	IT (EY to inform structure)	<ul style="list-style-type: none">Maintenance and tech support	<ul style="list-style-type: none">Technology standardsNetwork infrastructureHelpdeskCore data systems such as MSIS
	Special Education (Thirdway to inform structure)	<ul style="list-style-type: none">Likely reallocation of itinerants	<ul style="list-style-type: none">Compliance



Appendix: Network Benchmarks

*Budget calculated using the estimated salary of 1 Instructional Superintendent and 5 support staff members.

**Reflects network model until 2015.

School District	Total # of Schools	# of Networks	# of Schools in Network	Functions of Network	Staffing	Individual Network Budget	Overall Budget
New York City**	1,700	60	25-30	<ul style="list-style-type: none">-Help principals hire teachers-Manage budgets-Find and create specific professional development-Analyze student data-Troubleshoot operational and technical issues	<p>Network Leader</p> <p>15 experts in instruction, operations, and student and family services</p>	\$3 mil	\$181 mil
Denver Public Schools	207	15	Up to 20	<p>Networks provide increasing intensity of support for higher needs schools to implement their improvement plans</p>	<ul style="list-style-type: none">-Instructional Superintendent-5-6 staff members-Instructional Support Partner-Teacher Talent Acquisition-Specialist-Human Resource Specialist	\$633K*	~\$9.5 mil*
Partnership for LA Schools	18	1	18	<ul style="list-style-type: none">- Principal capacity building and support- Teacher professional development and support- Parent advocacy and support- Liaise with central office and local districts on operational issues	<p>CEO</p> <p>35-40 school support staff members</p> <ul style="list-style-type: none">- Instructional support- School Culture & Restorative Justice- Family Community Engagement	~\$7 mil	~\$7 mil



Appendix: Network Benchmarks

School District	Total # of Schools	# of Networks	# of Schools in Network	Functions of Network	Staffing	Individual Network Budget	Overall Budget
Proposed LA Unified Networks	~1,000	32	~33-34	<ul style="list-style-type: none">- Principal capacity building and support- Teacher professional development and support- Parent advocacy and support- Special populations support	<p>Network Director flexible additional staff: <ul style="list-style-type: none">- Deputy network director / instructional lead- Operations support- Family & community engagement- Special populations</p>	\$1.5 - \$3M (contingent on FTE count)	\$48M - \$96M (contingent on FTE count)



Integrated Gantt Chart / Project Plan (1 of 2)

Critical Milestones

Critical Milestones	Responsible Person	Organization Owner	Supporting Person	Start Date	Completion Date	Tracker
<p>Outline of Reimagining Summary Document: share with LA for feedback; outline will include:</p> <ul style="list-style-type: none">- strategic priorities- high level network structure (Rationale for network structure, FTE, cost model)- high level functional maps for schools, networks, and Beaudry- counts of networks- high-level supports networks and Beaudry provide- place holder for EY findings	Collin	Kitamba	Sam	8/27	10/15	Complete
<p>Briefing with Superintendent / leadership</p> <p><i>Proposed topics:</i></p> <ul style="list-style-type: none">-Network cost and staffing model w/ headcount and responsibilities; benchmarked against costs and staffing of other network/support models (Denver + NYC)-Review status of critical milestones/GANTT chart-Confirm components of Reimagining Summary document-Plan for rollout strategy (in particular identify community leaders to support plan and timeline of touchpoints with them)	Erin	Kitamba	Collin	10/18	10/18	In progress On track
<p>Draft implementation plan for Jan-Aug 2019: share with LA for feedback</p>	Erin	Kitamba	Sam	9/14	10/31	In progress On track
<p>Briefing with Superintendent / leadership</p> <p><i>Proposed topics:</i></p> <ul style="list-style-type: none">-Review recommended school supports/flexibility options including for struggling schools-Discuss network governance and holding networks accountable	Erin	Kitamba	Collin	10/31	10/31	In progress On track

Focus For Today

[Link to full integrated work plan](#)



Integrated Gantt Chart / Project Plan (2 of 2)

Critical Milestones

Critical Milestones	Responsible Person	Organization Owner	Supporting Person	Start Date	Completion Date	Tracker
Prepare overview of known budget and personnel implications for 11/15 summary document (with named uncertainties from EY)	Mark	Kitamba		11/9	11/15	Not yet started
First Draft Reimagining Summary Document: share with LA for feedback - LA leadership team to review on 11/9	Collin	Kitamba	Sam	10/5	11/15	In progress On track
Community engagement report -3-5 pages -main themes -lists and counts of those engaged	Erin	Kitamba/LA	Sam	10/31	11/15	Not yet started
Activate integration of financial impact of reimagining priorities (schools, networks; reduced Beaudry) with 19-20 budget	Mark	Kitamba / LA / EY		11/26	11/30	Not yet started
Integrate EY efficiencies recommendations and reimagined priorities into 19/20 budget	Scott Price	LA	(EY?)	11/26	12/31	Not yet started
Final Draft: Reimagining Summary Document: share for feedback and refine Dec - Jan	Collin	Kitamba	Sam	12/3	1/15	Not yet started
Individual board briefings on reimagining plan and SPF design	TBC	LA	Erin	12/3	12/31	Not yet started
Public release/announcement of plan	Supt.	LA		1/15	1/15	Not yet started

[Link to full integrated work plan](#)



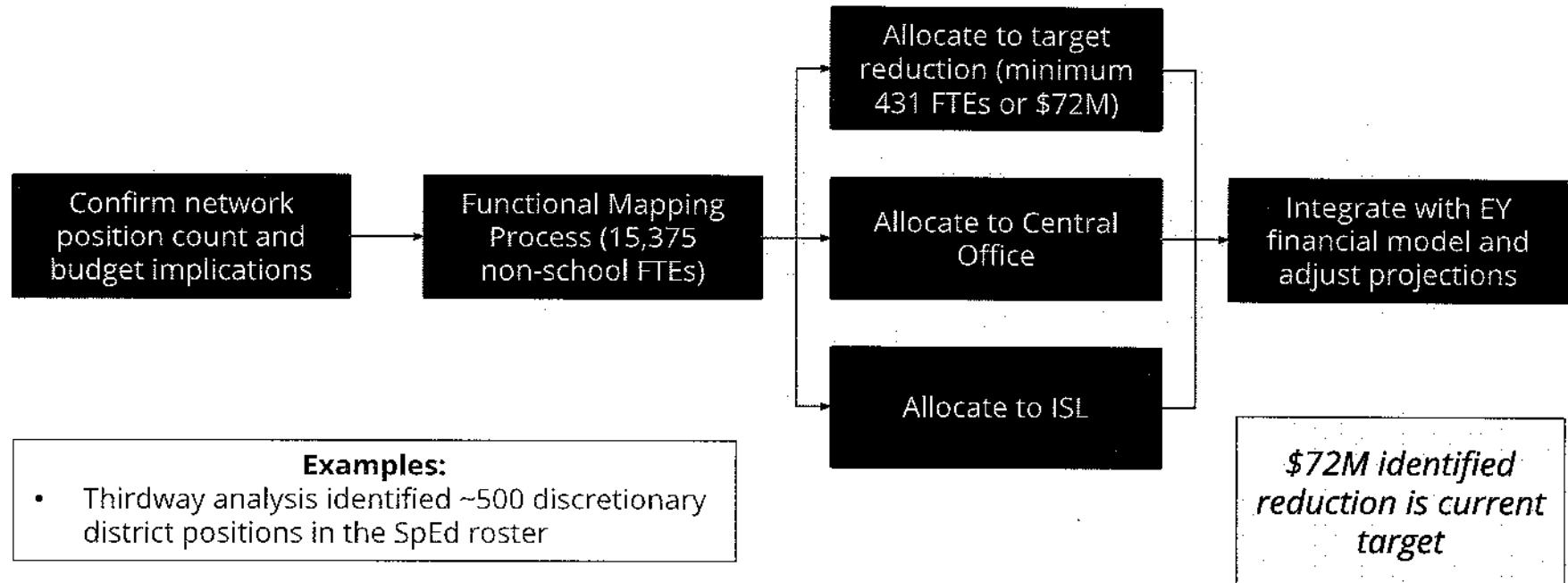
Proposed Immediate Decision Path for Each Deliverable for Discussion Oct - Dec'18

Interdependent

Deliverable	Oct	Nov	Dec
Develop a School Performance Framework	<ul style="list-style-type: none"> Define shared values (10/31) Define measures / indicators (10/31) 	<ul style="list-style-type: none"> Define weights and target/cut points (11/30) Develop SPF policy (including tiers/ratings and implications for schools) (11/30) 	<ul style="list-style-type: none"> Pressure test & finalize SPF design (12/31)
Increase Principal Decision-Making	<ul style="list-style-type: none"> Define principal decision-making (TODAY) Activate autonomies work group (to streamline & reduce barriers, e.g. to grant waivers) (TODAY) Determine potential flexible resources for schools (10/15) Confirm principal decision-making for 19-20 (10/22) 	<ul style="list-style-type: none"> Determine path to enabling principal decision-making (11/30) Determine path to providing flexible resources for schools (11/30) 	<ul style="list-style-type: none"> Finalize principal flexibilities and resources in Reimagine Plan (12/31)
Implement the Structure to Support Principal Decision-Making	<ul style="list-style-type: none"> Confirm network structure direction (9/26) Determine network governance (10/31) Determine network accountability (10/31) Determine central office structure (school support only) (10/31) 	<ul style="list-style-type: none"> Implementation plan to operationalize networks (11/30) Network launch prep and materials (e.g. job descriptions and potential candidates) (11/30) 	<ul style="list-style-type: none"> Finalize support structures (functional maps / roles) in Reimagine Plan (12/31)
Analysis and Integration	<ul style="list-style-type: none"> Activate current central office functional and position analysis/mapping (LA) (9/26); Confirm Kitamba launch on functional analysis for instructional divisions implicated by new network structure (K) (9/26) Initial analysis on network structure costs (K) (10/1) Functional map and cost for network structure with implications for local districts and central office (K) (10/31) 	<ul style="list-style-type: none"> Integrate Kitamba's functional cost and position analysis with initial EY efficiency findings for review and discussion (LA / K / EY) (by 11/23) Review initial integrated Reimagining priorities (schools, networks, reduced central office) for feedback (discuss date) Activate integration of reimagining priorities (schools, networks, reduced central office) with 19-20 budget (LA/TBD) (discuss date) 	<ul style="list-style-type: none"> Implementation plan to operationalize networks (K) 12/31 and central office (LA) (12/31) Current budget analysis on initial unit costing of network services (LA) (12/31) Integrate efficiencies recommendations into budget (LA) (12/31)



The central office functional mapping process will identify where positions are located and the right allocation of positions to central office and the ISLs





Community Partners Engagement (In-Progress)

<i>Stakeholder Group</i>	<i>Organizations</i>	<i>Number of Meetings</i>	<i>Total Number of Participants</i>
Local Community Based Organizations Coalitions and Faith-Based leaders	BD 2 Community Partners Meeting (Multiple organizations)	1	50
	Reimagining Briefing for Community Based Organizations (CLASS, Equity Alliance, Network Partners, EdLoC, Others)	3	36
Network Partner	Partnership for Los Angeles Schools	1	6
Grand Total		5	92

**LOS ANGELES UNIFIED SCHOOL DISTRICT
REIMAGINING LA UNIFIED**

Weekly Check In
September 2018

Confidential Working Draft - For Deliberative Purposes Only



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- Review an example **network support menu of services** provided to schools by and **network team roles**
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- Identified concrete **next steps** including any additional analysis needed



Reimagining Stepback

What is true by August 2019 if we are successful:

Schools have **significant decision making power with flexible resources aligned to measures of success (SPF)** and a **support structure** that is designed to meet school needs enabling them to focus primarily on student learning.



Integrated High-Level Timeline for Reimagining Effort

Oct'18 - Aug'19

Board Vote

SPF = School Performance Framework

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
<i>Gating Items on Reimagining for '19-20</i>											
District & Budget (LA)	Complete position analysis;	Complete remaining functional analysis at Beaudry (<i>Begin in Oct</i>)		Board approves plan Board approves SPF design	Board authorizes personnel notices	HR sends notices		Board makes final decision (5/15) HR sends final notices	Board approves 19-20 budget		
Reimagine Effort (Led by LA, supported by K, EY, ThirdWay)	Complete budget analysis on services	Align network support structures with 19-20 Budget (with K)	Finalize Reimagine Plan <i>EY Efficiencies Report Out</i>	Engage community around plan; prep for implementation	Network positions posted SPF data collection	Network positions hired Activate network capacity building	Menu of services developed SPF Training prep	Launch SPF training & principal capacity building	Continue SPF training and capacity building Confirm SPF roll out strategy	Schools attend Network fairs	<i>Networks launched</i> <i>SPF rollout begins</i> <i>Additional flexibility & resources for schools</i>
	SPF measures / indicators confirmed	SPF weights and policy	Develop Implementation plan (including job descriptions)		SPF Training Prep						



Reimagining LA Unified Based on Three Key Deliverables



Develop a School Performance Framework*

- Annual school performance management to differentiate support and autonomy
- Could include multiple measures like:
 - student achievement and growth
 - attendance
 - student/parent survey
 - equity index

Increase Decision-Making Flexibility for School Leaders

- Flexibility for principals to make decisions to meet local student needs (e.g. hiring additional instructional coaches)
- Flexible (and additional, if possible) dollars for principal decision-making

Implement Structure to Support School Leaders as Customers

- New customer-service focused support structure for schools
- Cut over from existing structure to new streamlined structure (including Beaudry)

*Note: SPF support under discussion; not currently included in Kitamba reimaging scope



Proposed Immediate Decision Path for Each Deliverable for Discussion Oct - Dec'18

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- Identified concrete **next steps** including any additional analysis needed



Adapted from Denver Public Schools

Recommendation & Discussion #1: Activate Focused Autonomies Work Group to Streamline & Reduce Barriers to Existing Flexibilities (e.g. waivers)

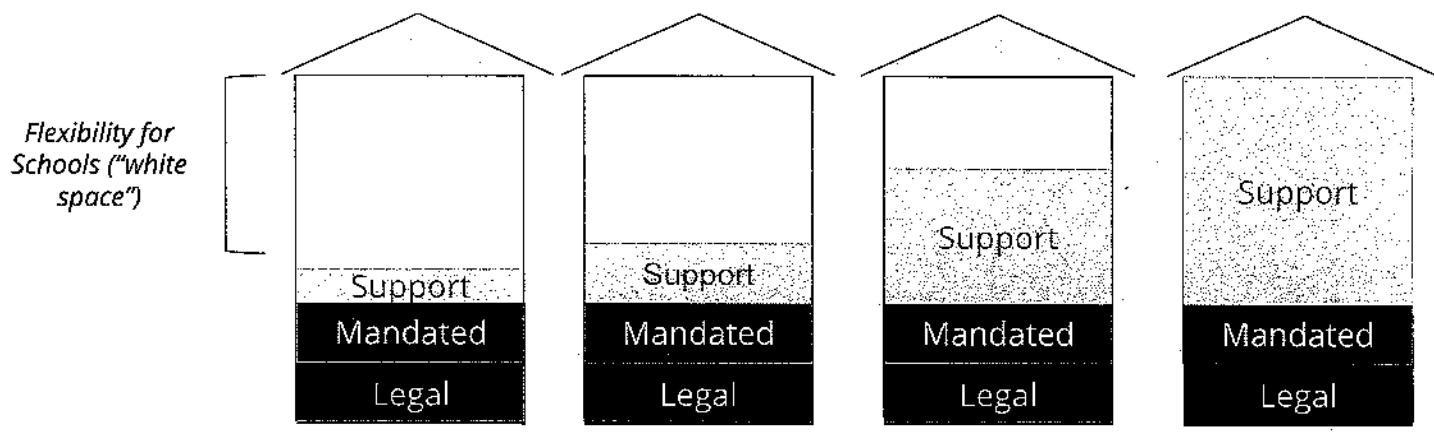
	Category	Schools	Networks	Beaudry	Current Path to Autonomy
People 	Talent Management & Staffing	<ul style="list-style-type: none">Hire, assign, promote, and evaluate teachers and support staff, and create new roles	<ul style="list-style-type: none">Offer aligned staffing plan for support package and coaching on talent management	<ul style="list-style-type: none">Set hiring and termination procedures consistent w/ CBA and ensure due process	Pilot Schools Individual Waiver
Time 	School Schedule and Calendar	<ul style="list-style-type: none">Develop aligned school schedule and calendar	<ul style="list-style-type: none">Offer schedule aligned with support package and coaching on school custom schedule	<ul style="list-style-type: none">Set school start date, inclement weather, and state assessment calendar	Pilot Schools ESBMM Local Initiative School Models Individual Waiver
Money 	Equitable, Efficient, and Impactful use of Resources	<ul style="list-style-type: none">Align school budgets to all autonomies	<ul style="list-style-type: none">Provide coaching and technical assistance on budget process, purchase standard supports	<ul style="list-style-type: none">Ensure equitable allocation of resources, develop pricing model and devolve resources to autonomous schools	Pilot Schools ESBMM Local Initiative School Models Individual Waiver
Program 	Instructional Expectations and Practices	<ul style="list-style-type: none">Adopt, design, or source curriculum and interim assessments / use of data and progress monitoring	<ul style="list-style-type: none">Offer network-adopted curriculum and interim assessment and related progress monitoring support	<ul style="list-style-type: none">Create and enforce minimum instructional guidelines	Pilot Schools ESBMM Local Initiative School Models Individual Waiver
Program 	Professional Learning for Teachers and School Staff	<ul style="list-style-type: none">Adopt, design, or source and deliver professional learning	<ul style="list-style-type: none">Offer network developed professional learning and support on school-customized options	<ul style="list-style-type: none">Hold state required professional learning	Pilot Schools ESBMM Local Initiative School Models Individual Waiver
Program 	School Culture, Climate, and Core Values e.g. Achievement, Equity, and Inclusion	<ul style="list-style-type: none">Establish support systems for social/emotional health of students and culture for adults focusing on core values	<ul style="list-style-type: none">Provide planning support, encourage autonomy / empowerment and push out on core district policies (e.g. FERPA)	<ul style="list-style-type: none">Set and enforce student enrollment and exit protocols, discipline policy, attendance and other critical policies	Local Initiative School Models Individual Waiver



Relationship between Flexibility, Support, and School Performance

- LA Unified Guidance & Support, *led by Networks*
- Mandated Requirements, *led by Beaudry*
- Legal Requirements, *led by Beaudry*

School Leader Flexibility and Support:



School Quality
(informed by School Performance Framework):



*High Performing =
Most Decision Making
Flexibility*



*Low Performing =
Least Decision Making
Flexibility*



Denver Offers Decision-Making Flexibility to All Schools, Giving Schools the Option to Opt-Out. SPF Rating Factors in Approving Opt-Out Plans

District provides specific support if school does not opt-out

Types of flexibility



"opt-outs" are approved by the district – SPF ratings and capacity are a factor in approvals

School receives per-pupil for declined option

Flexibility Type	Content Area	Grade Band	District-Supported Option	Funding, If Declining District-Option
Curriculum/Aessment Bundle	Literacy Intervention Curriculum and READ Act Assessment	K-5	Station Reading Curriculum and READ Act Assessment	\$4,744.29 (100-399 K-5 students) \$7,165.71 (400+ K-5 students) (Per campus, per year for 7 years)
Professional Learning	Literacy Intervention Summer Professional Learning	K-5	Two days/two options: K-2: 6/11/18-6/12/18 or 8/6/18-8/7/18 3-5: 6/12/18-6/13/18 or 8/7/18-8/8/18	\$432.31 (Per teacher for 2/3 of K-5 teachers)
Curriculum	Science	6-8	Amplify Science	\$160.00 (Per pupil in grades 6-8)
Professional Learning	Science Summer Professional Learning	6-8	Four days/two options: 6/12/18-6/15/18 8/6/18-8/9/18	\$864.61 (Per 6-8 Science Teacher, 4 days at \$216.15)
Curriculum	Social Studies	Geography, Civics, Economics	McGraw Hill Networks	\$102.49 (Per pupil per course in 9 th and 11 th grade)
Curriculum	Social Studies	US History	National Geographic	\$122.10 (Per pupil in 10 th grade)
Professional Learning	Social Studies Summer Professional Learning	Geography, Civics, Economics, US History	Three days/two options: 6/12/18-6/14/18 8/7/18-8/9/18	\$648.46 (Per 9 th , 10 th , 11 th grade SS teacher, 3 days at \$216.15)
Assessment	Local Assessment	3-8+9-12	Illuminate	\$5.50 (Per Pupil in Grades 3-12 Pathway Schools Exempt)
Small Group Instruction	Math Instructional Supports	Transition Grades	Denver Math Fellowships OR School Determined Program with Central Support	\$1,300.00 (Intensive or Pathways) \$650.00 (Strategic or Universal) (Per pupil in grade 3+ scoring ONMM or PMI expectations on 2017 CMAS Math)



The School Performance Framework Provides Critical Information for Granting Decision-Making Flexibility



Discover a World of Opportunity™

Opt-in/Opt-Out

- DPS provides baseline supports for school leaders
- All schools can opt-out via streamlined process / planning work with district
- SPF rating informs decision making flexibility

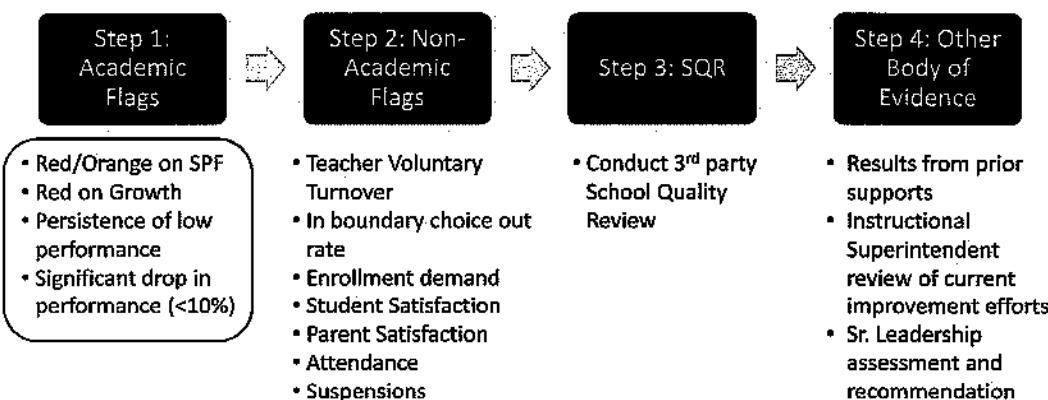


Categorical

- District provides comprehensive support
- Only higher-performing schools are granted decision making flexibility
- SPF rating determines decision making flexibility

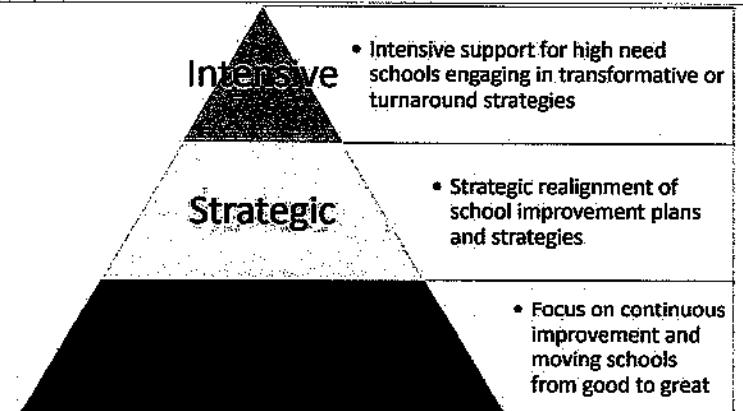


Low performing schools in Denver are tiered based on SPF data and other critical indicators. Tiering determines level of district support and therefore decision-making flexibility



Tiering:

Schools are placed in a support tier based on focus & need



Denver's Tiered Support Model:

- Higher "burden of proof" for decision making
- More support from district team in all aspects of school plan
- Increased financial resources
- Increased staff



High-Performing Dallas Schools are Automatically Granted Decision Making Flexibility Based on Their School Performance Rating

Dallas SPF categories*

	ACCOMPLISHED	BREAKTHROUGH	COMPETING	AT RISK	FOCUS
	EARNED AUTONOMIES				
1.	Choose and select type of dual language model	Design their own Bilingual/ESL instructional support model with approval from Language and Literacy department	Must adhere to the District's Bilingual/ESL instructional support model		

High-performing schools automatically granted autonomy based on SPF rating

Lower performing schools **are not granted decision-making flexibility** and supports are dictated

*More detail on Dallas SPF categories is in the appendix.



Recommendation & Discussion #2: Best Process to Balance Flexibility and Support for Individual Schools

Proposed Options for Discussion:

Option 1: Denver-like system: school performance **informs** flexibility and support but opt-out possible for all schools though must be approved

Option 2: Dallas-like system: school performance **determines** flexibility and support and support/guidance for lowest performing schools is tight (managed instruction)

Option 3: Hybrid

Discussion Questions:

- What resonates for each model? What doesn't?
- What approach would be best for LA Unified?



Recommendation & Discussion #3: Network Roles & Staffing

Initial proposed cost-neutral structure (~10 FTE each network)

WHAT IS A NETWORK?

A network is a nimble, **solely support and problem solving focused unit** focused on helping schools succeed. Networks will provide:

- A standard package of instructional and operational services (e.g. curriculum and related support)
- Deeper support for schools rated lower on SPF
- Targeted support and increased decision-making flexibility for higher performing schools
- Knowledge-sharing and effective-practice sharing across schools – peer to peer learning
- Operational support
- Targeted student support

Open Questions:

- Do these roles resonate? What's missing?
- Confirm next steps to begin mapping to current local districts and implications for divisions in Beaudry that supporting networks (instruction).

PROPOSED NETWORK LEADERSHIP ROLES

Network Leader

Leader of the network and responsible for coaching and growing principals to attain the variety of capacities needed in an empowered system.

Achievement Team

Lead team member tasked with providing data and student achievement related support including data analysis and work with schools on data team / progress monitoring design (regardless of model e.g. professional learning community etc.)

Operations Team

Lead team member for all operations support issues including escalation or follow-up / liaising with Beaudry

Student Support Team

Lead team member focused on all student support matters from special education to chronic absenteeism

Flexible Staffing

Positions Network Leader determines based on unique needs of community (parent liaison, math specialist, etc.)



Benchmarks on Primary Network Functions: Principal Capacity Building and Overall Customer Service to Schools

School District	Network Approach to School Support
New York City Public Schools	<ul style="list-style-type: none">• Support and coach principals• Support analyzing student data and progress monitoring• Support with managing school budgets• Support finding and creating school-specific professional development• Troubleshooting technical and operational problems for school leaders including hiring
Baltimore Public Schools	<ul style="list-style-type: none">• Supporting principals with providing schools the supports they needed in instruction, data, budgeting, family and community engagement, human capital and facilities and maintenance• Provide school leaders with a single point of contact
Chicago Public Schools	<ul style="list-style-type: none">• Administrative support• Provide principals support with strategic planning• Leadership development
Denver Public Schools	<ul style="list-style-type: none">• Support for schools based on their needs (tiered support model)• Content experts and leadership development• Provide coaching on ways to strengthen school culture
Clark County School District	<ul style="list-style-type: none">• Develop capacity and assist the principals with resource deployment• Support principals with business operations• Help with reporting on school's progress



Recommendation #4: Continue to Identify to Find Highest-Performing Talent Within and Outside of System to Take on this Transformation Work

Regardless of strategy, the importance of talent and capacity for the school leader is clear.

Shift of the system to school-based decision making means:

- Principals need to have the skills and capacity to exercise good decision-making
- **Support structures need to be able to build principal capacity**

Thus, high quality talent at the network level is critical to developing our school leaders to lead effective schools (see link [here](#) for sample responsibilities), naming this principal capacity building function).

Proposed Immediate Next Steps:

- Follow up informal conversation to identify highest quality talent currently at LA Unified
- Develop network staff job descriptions



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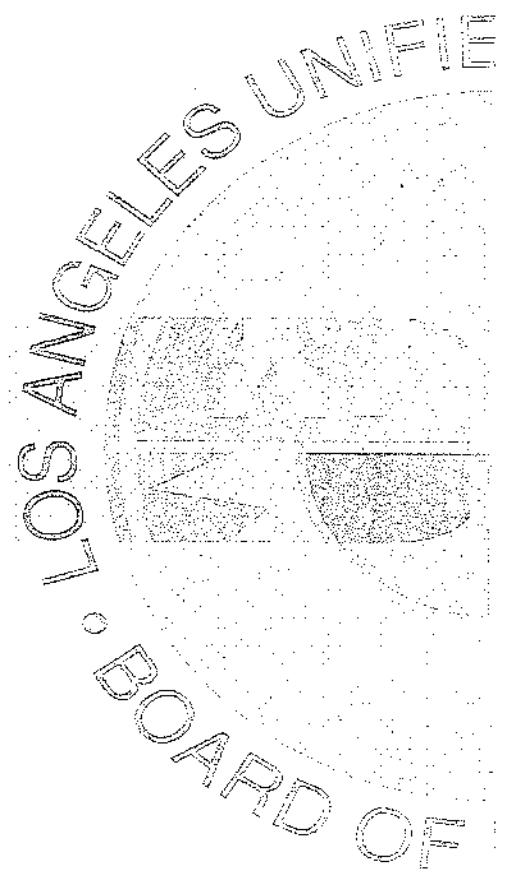


Recap: Next Steps

- Activate current Beaudry functional and position analysis/mapping (LA)
- Activate (Kitamba) launch on functional analysis for instructional divisions at local district and Beaudry implicated by new network structure (Kitamba)
- Activate autonomies working group to streamline / reduce barriers (LA)
- Complete and activate integrated project plan / effort for SPF with DOI (LA / Kitamba)

LOS ANGELES UNIFIED SCHOOL DISTRICT
APPENDIX

Confidential Working Draft - For Deliberative Purposes Only





Benchmarks on Strategies to Address Low-Performing Schools

Strategy	Description	Benchmarks / Examples
Traditional Turnaround	Differentiated / more intensive supports for lowest performing schools; principal gets flexibility to hire staff	<i>Newark Public Schools</i> - "Renew Schools" flexibility of staffing to improve student achievement <i>Denver Public Schools</i> - Provided tiered supports to schools to improve student achievement
New School Strategy	Closing or phasing out underperforming schools and restarting or reopening with a change in leadership and staffing	<i>Chicago Public Schools</i> - Schools that did not show improvement over time are slated for restart/closure <i>New York City</i> - Closed 31 failing high schools and opened more than 200 new, small high schools in their place. These schools were developed and approved through a competitive proposal process. <i>Denver Public Schools</i> - Schools that did not show improvement over time are slated for restart/closure
Partnerships	District partners with outside organizations to help manage and drive school improvements in exchange for autonomy	<i>Indianapolis Public Schools</i> - Innovation Network Schools <i>Camden Public Schools</i> - Renaissance Schools <i>Denver Public Schools</i> - Luminary Learning Network



Our example districts also provide two paths for determining support and guidance for struggling schools



DENVER
PUBLIC
SCHOOLS

Discover a World of Opportunity™

"Decision Making Flexibility for All Schools"

- Low-performing schools still have the option for autonomies
- The district **tiers support** – giving more resources and district capacity to lower-performing schools

DALLAS
INDEPENDENT SCHOOL DISTRICT

"Decision Making Flexibility for High-Performing Schools"

- Only high-performing schools receive decision making flexibility
- Persistently low-performing schools are supported via **managed instruction**

The **school performance framework** provides **critical information** for district support in both cases



Appendix: Dallas School Performance Framework categories

Accomplished

Accomplished schools are high performing in terms of academic growth, have strong systems and structures that support learning and high levels of parent and staff satisfaction.

Breakthrough

Breakthrough schools are doing well on many measures and also have some areas for improvement to take performance to the next level.

Competing

Competing schools have noticeable strengths, but have areas requiring improvement.

Developing

Developing schools have some strengths, but also have multiple areas requiring improvement. These schools will receive increased district support.

Focus

Focus schools are performing significantly below expectations and require substantial district support.



Appendix: Denver School Performance Framework

Academia Ana Marie Sandoval
School Performance Framework 2016 - 2017

OVERALL RATING: How is our school performing overall?

Meets Expectations [redacted] 100%

What does Meets Expectations mean? Quality school that demonstrates good results in many areas, with a few areas in need of some improvement.

ELEMENTARY SCHOOL

MEASURE INDICATORS: How well is our school meeting expectations?

HOW MUCH ARE STUDENTS GROWING ACADEMICALLY EACH YEAR?
Student Progress + Growth [redacted] 61.64 % (Meets Expectations)

ARE STUDENTS AT OUR SCHOOL PERFORMING AT GRADE LEVEL?
Student Achievement - State [redacted] 52.31 % (Meets Expectations)

HOW SATISFIED ARE STUDENTS AND FAMILIES WITH OUR SCHOOL?
Family and Student Engagement & Satisfaction [redacted] 58.13 % (Meets Expectations)

ACADEMIC GAPS:
How is our school serving all students?
[redacted] 59.06 %
Meets Expectations

OVERALL RATINGS BY YEAR

Overall rating scale:

- Exceeded (75.1% - 100%)
- Met Expectations (50.5% to 75.0%)
- Accepted on Watch (25.0% to 50.4%)
- Accredited or Pending (25.0% to 24.0%)
- Accredited (24.0% to 22.0%)

Measure Indicator and Academic Gaps rating scale:

- Exceeded Expectations (24.0% - 100%)
- Met Expectations (12.5% to 24.0%)
- Approaching Expectations (1.1% to 12.5%)
- Does Not Meet Expectations (0 to 1.1%)

Academia Ana Marie Sandoval
School Performance Framework 2016 - 2017 | CONTINUED
ELEMENTARY SCHOOL

BREAKDOWN OF ACADEMIC GAPS: How well is our school closing academic achievement gaps for historically underserved students?

HOW WELL IS OUR SCHOOL CLOSING ACADEMIC GAPS FOR ENGLISH LANGUAGE LEARNERS?
[redacted] 63 % (Meets Expectations)

HOW WELL IS OUR SCHOOL CLOSING ACADEMIC GAPS FOR STUDENTS IN POVERTY?
[redacted] 55 % (Meets Expectations)

HOW WELL IS OUR SCHOOL CLOSING ACADEMIC GAPS FOR STUDENTS OF COLOR?
[redacted] 56 % (Meets Expectations)

STUDENT PROGRESS - GROWTH
How do we know? This measure looks at how much progress students are making on state standards by gaining 10-32 from one year to the next.

STUDENT ACHIEVEMENT - STATUS
How do we know? This measure looks at performance on state assessments in grades K-4.

FAMILY AND STUDENT ENGAGEMENT & SATISFACTION
How do we know? This measure measures results from the school annual survey.

ACADEMIC GAPS
How do we know? This measure looks at performance and growth of historically underserved student groups, including English language learners, students who are disabled, students in poverty and students of color.

What other information can I get about my school?

- Visit denverschools.org to see how individual schools are benefiting from the 2016 bond.
- Visit denverschools.org to learn more about how you can become involved in supporting your school.

For more information about the School Performance Framework, please visit denverschools.org or email spr@denver.k12.co.us. We encourage families to visit with their school leader for questions specific to their school's rating.

*The percentage in this report represents the percentage of total possible points earned and not the percent of students meeting expectations on state tests.



Appendix: Dallas School Performance Framework (1)

Why do we need a School Performance Framework (SPF)?

State accountability ratings paint a limited picture of a school's success largely based on standardized test scores. Dallas ISD's SPF identifies the many factors that contribute to campus and student success.

Based on the idea that growth is a key measure of school success, Dallas ISD's SPF provides a more comprehensive picture of school quality. SPF takes a "whole-child" approach that values a mix of academic, student growth, school culture, and climate. Ultimately, the SPF communicates to parents and community members how well our schools are doing and identifies schools that need additional support from district-level leadership. It focuses the district's decision-making processes around school support and intervention.

High School 2018 Categories

Accomplished

Untitled Team - East CHS	Scholar of Health (Community)
Dr. Margie Lanier Jr. CHS	Law Major (Community)
Barack Obama Mile Leadership Academy	Scholar of Science & Engineering (Community)
Eric Luper-Brown Young Women Leadership School	Scholar for the Visual and Performing Arts
School of Business and Management (Community)	Zacharia T. Muñoz-Nogueras (Visual and Performing Arts)
School of Education (Innovation)	

Breakthrough

Kyleen Boy Culture Collaborator Academy

Competing

Bryon Adams	New Tech
W.H. Adamson	North Dallas
Clementine Charter	L.C. Penikett
Elementary Classical	West School
Hawthorne	Sagegrape
Innovation, Design and Entrepreneurship Academy	Sylvan
Thomas Jefferson	South CHS
Justin P. Kilpatrick	H. C. Gandy Science
James Madison	Corona
Magnolia E. Miller	Utz White
	Woodrow Wilson

Developing

Garcia	Wittmann
Franklin D. Roosevelt	

Academy are based on data from the 2017-2018 school year.

How are schools measured under the SPF?

Schools are measured on the following six indicators of success:

30%	School Effectiveness Index (SEI)
	SEI is the district's value-added growth model, which shows whether a school is growing the students it enrolls, regardless of their incoming baseline. The SEI is a good indicator of how effectively a school provides education. A guiding principle of Dallas ISD's SPF is that how much a student grows is more important than where a student starts.
50%	State Accountability Rating
	State Accountability ratings measure how well a school's students perform on the State of Texas Assessments of Academic Readiness (STAAR). Under the state's accountability system, schools must meet targets on at least seven of four metrics to achieve "met standards": student achievement, student progress, closing performance gaps, and postsecondary readiness.
10%	Staff Climate Survey
	The survey provides information on what teachers and staff think about their school's priorities, culture of feedback and support, and health of the working environment.
5%	Parent/Guardian Survey
	Every year, schools ask parents and guardians for feedback about the school's educational program, management and instructional methods.
2%	Student Survey
	This survey provides information on what students think about their school's atmosphere, engagement, culture, and environment.
3%	Extracurricular Participation
	Measures students participation in at least one extracurricular activity.

Note: SPF is based on data from the 2017-2018 school year. Please see the academy for a score of Priority Index.



Appendix: Dallas School Performance Framework (2)

Middle School 2018 Categories	How are campuses categorized under the SPF?
Accomplished: Dallas Environmental Science Academy George Sherman Dayley DA-Holc STEAM	The district evaluates each campus on academic progress, student growth, and campus culture and climate. Based on overall campus performance, schools are assigned one of the following levels: Accomplished: Accomplished schools are high performing in terms of academic growth, have strong systems and processes that support learning and high levels of parent and community engagement.
Breakthrough: C.W. Eubanks W.E. Grimes Robert C. Hill J.L. Long Barbara O'Connor Middle Leadership Academy	Breakthrough: Breakthrough schools are changing on many measures and also have some areas for improvement to take performance to the next level.
Connecting: Dallas Science Edward H. Cary Billy Ball-Dicks Thomas A. Edison Sebastian Franklin Hector P. Garcia Zen Wesley Johnson Jr. Kennedy-Carey Kunchi Vazquez Long Jr.	Connecting: Connecting schools have replicable strategies for their areas requiring improvement.
Developing: E.P. Conklin O.W. Miller Soyarsville	Developing: Developing schools have some strengths, but also have multiple areas requiring improvement. These schools will receive increased school supports.
Focus: W.H. Davis	Focus: Focus schools are performing significantly below expectations and require additional school supports.
<small>Schools are broken out into the 2017-2018 school year.</small>	<p>How is a specific school doing based on multiple measures?</p> <p>Are all students making academic progress?</p> <p>Is the school culture and climate strong and healthy?</p> <p>What are the next steps in the rollout of SPF?</p> 



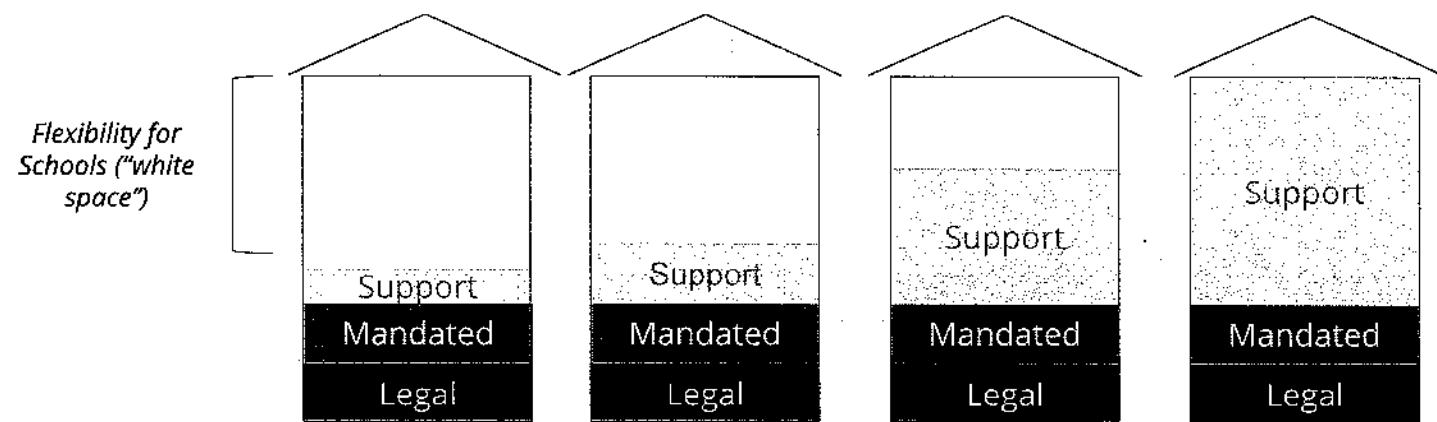
Appendix: Dallas School Performance Framework (3)

Elementary School 2018 Categories

8



Beaudry Sets Baseline Requirements and Resources, Networks Provide Menu of Supports, School Leaders Exercise Varying Levels of Choice



LA Unified Guidance & Support, *led by Networks*



Mandated Requirements, *led by Beaudry*



Legal Requirements, *led by Beaudry*

Reimagining Los Angeles Unified Teacher Focus Group

August 2018

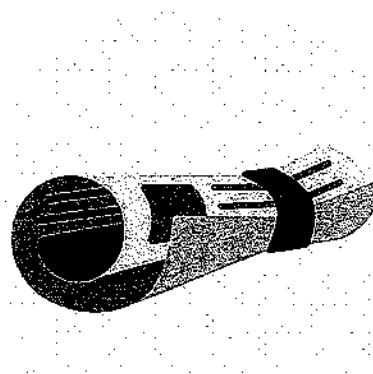
**STRICTLY CONFIDENTIAL
WORKING DRAFT**

Agenda

- Introductions, Activator, and Goal for Today (7 min)
- Reimagining LA Unified Overview and Guiding Principles for Today (5 min)
- Activity One: Sharing Successes and Opportunities for Improvement (60 min)
- Activity Two: Quick Snapshot into a Teacher's Day (5 min)
- Closing (5 min)

Activator

HEADLINES



Goal for Today

Begin a conversation on how to empower our schools and create an inclusive environment of academic excellence that supports the diverse needs of all learners.



Our Guiding Principles

In order to facilitate an open and collaborative discussion today, we are including below proposed guiding principles for us all to abide by during the conversation.

RESPECT	COMMUNITY	COMMITMENT
1. We will listen authentically to each other.	1. We will seek to work together to find ways to serve ALL our students equitably.	1. We will put our kids first today, and every day.
2. We will be receptive to new and different ideas or opinions of others.	2. We will focus on children and families, not positions.	2. We will discuss sensitive issues.
3. We will allow our fellow community members to finish their thoughts before proceeding to voice our own.	3. We will strive to maintain a sense of humor and find common ground with each other.	3. We will share all relevant information and explain our intentions to move the conversation forward.

Thank you for being a part of the movement to support all LAUSD kids.

Agenda

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Reimagining LA Unified Overview



Develop a **shared vision of student success** starting with the student and schools at the center of our work

Design a **school support system** that ensures all efforts are directly aligned to accelerating student success

Empower our **educators** to create innovative learning opportunities that meet the diverse needs of our Los Angeles community

Re-envision LA Unified as a lean organization focused on equity, system-wide performance, standards & services, school support, and continuous improvement

Superintendent Beutner's Purpose and Vision

"Great schools make great districts, not the other way around"

L.A. Unified Superintendent Beutner Announces Effort Aimed at Providing More Resources for Local Schools To Improve Student Learning

Civic leaders Miguel Santana, Peter Taylor and Zev Yaroslavsky will assist L.A. Unified in this effort

LOS ANGELES (Aug. 10, 2018) – Los Angeles Unified Superintendent Austin Beutner today announced an effort to develop a plan to provide more resources to schools and improve student learning. This initiative aims to develop a plan to move resources and decision-making from the bureaucracy to schools, to empower school leaders and teachers and more equitably fund schools.

The input of students, their parents and communities, along with teachers and school leaders, will be sought to help identify the needs of schools and students.

LA Unified will engage two firms, Kitamba and Ernst & Young to help in the effort. Kitamba, an organization led by education professionals, has experience in education, working to design strategies to build capacity and produce lasting improvements in learning and life outcomes for students. Ernst & Young has expertise in helping organizations find and implement efficiencies.

Miguel Santana, Peter Taylor and Zev Yaroslavsky will work with Superintendent Beutner and the L.A. Unified team on this effort. They are lending their expertise to this effort as volunteers. Deputy Superintendent Vivian Ekchian will help lead the effort internally.

"This is about empowering and supporting our school leaders and teachers, providing the resources needed to improve student learning and crafting a path to increased parent and community participation in schools," said Superintendent Beutner.

"We are grateful for the support of the philanthropic community and the civic leaders who are involved in improving public education in Los Angeles."

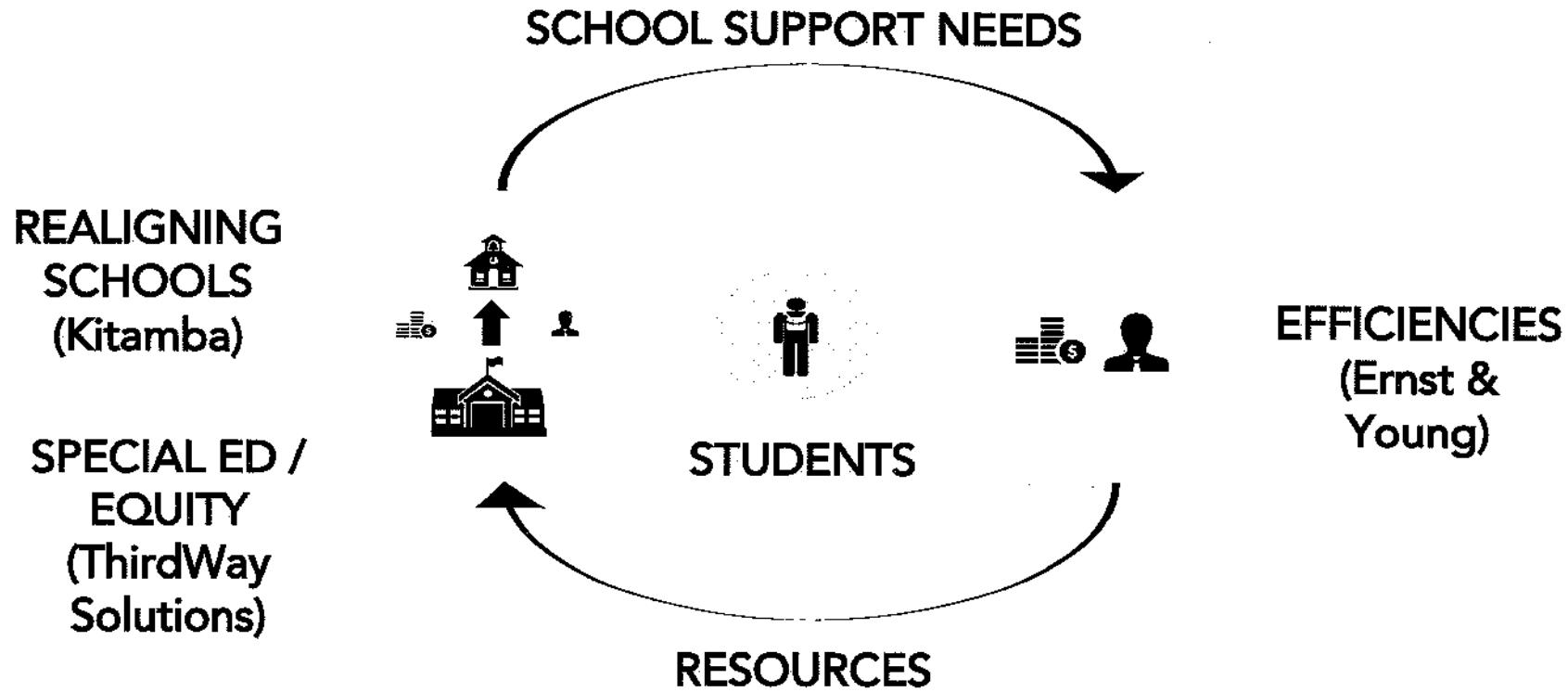
"Our students, teachers and school leaders deserve more resources to help them be at their best," said Miguel Santana. "I'm honored to be partnering with LA Unified, parents and communities to improve our public schools."

S F E C



How will we get there?

Overview of Reimagining LA Unified Workstreams



Interconnected Workstreams Across External Consulting Partners

1. Cost savings and efficiencies in the context of the 'Realigned' structure
2. Integrated implementation roadmap
3. Integrated multi-year budget impact analysis

Agenda

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- Closing (5 min)

Activity One: Sharing Successes and Opportunities for Improvement

As we continue to develop our shared vision for LAUSD's schools, we will now take a moment to share successes and opportunities for improvement as learnings for district leadership.

Guiding questions for individual brainstorming:

What should we keep doing?

What should we stop doing?

What should we start doing?



Schools



Local District



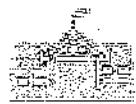
LA Unified

Keep, Start, Stop Activity

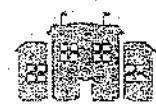
What should we **KEEP** doing that
empowers you to provide excellent
educational opportunities for students?



Schools



Local District



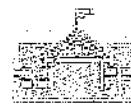
LA Unified

Keep, Start, Stop Activity

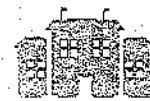
What should we **STOP** doing that slows progress from accelerating educational opportunities for students?



Schools



Local District



LA Unified

Keep, Start, Stop Activity

What should we **START** doing that
empowers you to provide excellent
educational opportunities for students?



Schools



Local District



LA Unified

Gaining Consensus to Prioritize Ideas

- After table talk, use your dots to “vote” on the top five ideas that you would like to see as top priorities across all the categories (keep, start, and stop)
- 5 votes (dots) per person
- Top five ideas will move to the large group for reporting out and consensus-gathering



Schools



Local District



LA Unified

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- Closing (5 min)

Activity Two: Quick Snapshot into a Teacher's Day

As we continue to define how to best empower and support you to serve your students, we'll now take a moment to understand how you're currently spending your time and how you'd ideally like to spend your time.

Guiding questions for individual reflection:

- How do you typically spend your time currently NOW?**
- How would like to spend your time IDEALLY?**

Agenda

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- Closing (5 min)

Closing

Thank you for being a part of today's session and providing your voice.

We look forward to continued dialogue and partnership with the community.

APPENDIX

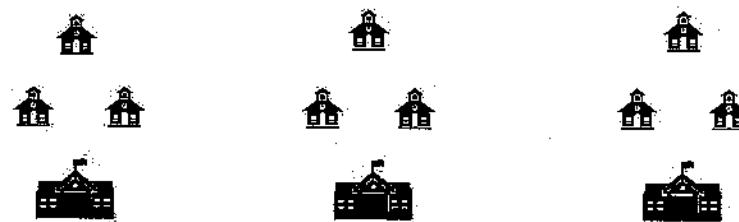
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What does success look like overall?

Backwards mapping from July 2019

High Performing Set of Schools (launched by July 2019)

 **Schools:** Groupings of schools with autonomy and clear accountability for student outcomes



 **School Support:** Governance, talent, capacity, and support model in place to support schools in accelerating student outcomes



 **LA Unified:** Realigned to be leaner and more efficient and effective in supporting schools

Activity Three: What is Our Shared Definition of a Great School?

For LAUSD to best serve our kids, we must collectively define what we expect from our schools.

This **shared vision of a “great school”** will shape LAUSD’s priorities and actions going forward.

What do you think a GREAT SCHOOL looks and feels like?

Effective Leaders*

- How do you know when a leader is effective?
- What support, knowledge, and skills does a leader need to be effective?

Collaborative Teachers*

- How do you know when teachers are working together?
- What are some signs that teachers are focused on students?

Involved Families*

- What does a school with involved families feel like?
- How do schools involve families effectively?

Supportive Environment*

- What does a student’s day look like when she/he is supported?
- What non-academic components of a school make up a supportive environment (i.e. cleanliness, schedule, responsiveness to student social/emotional needs)

Ambitious Instruction*

- How do you know when instruction is aligned, rigorous, and ambitious?

*From the UChicago 5Essentials accessed at <https://uchicagoimpact.org/tools-training/5essentials>

LOS ANGELES UNIFIED SCHOOL DISTRICT

REIMAGINING LA UNIFIED

Kitamba Update

November 16, 2018

Confidential Working Draft – For Deliberative Purposes Only



Agenda

1. Quick Overview of Table of Contents for Reimagining Plan
2. Review mapping of who does and decides what - and call out specific decision points
3. Review significant design decisions
4. Confirm next steps and remaining open questions



Reimagining LA Unified Plan: Key Documents

For reference,
no action
required today

We will click
into path
forward
today

For reference,
no action
required today

Full Plan

I. Case for Action

- Academic performance and achievement gap data
- What we heard from community
- Current state summary (e.g., incoherent, top-down, not community focused)
- Current state (e.g., from/to examples)

II. Path Forward

- Broad design principles
- Vision statement for organization structure
- Function by layer

III. Where We Go From Here

- Community (Phase I and II)
- Clarity (Phase I and II)
- Continuous Improvement (Phase I and II)

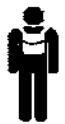
At-a-Glance Materials

- Background document (executive summary)
- "Briefing deck"

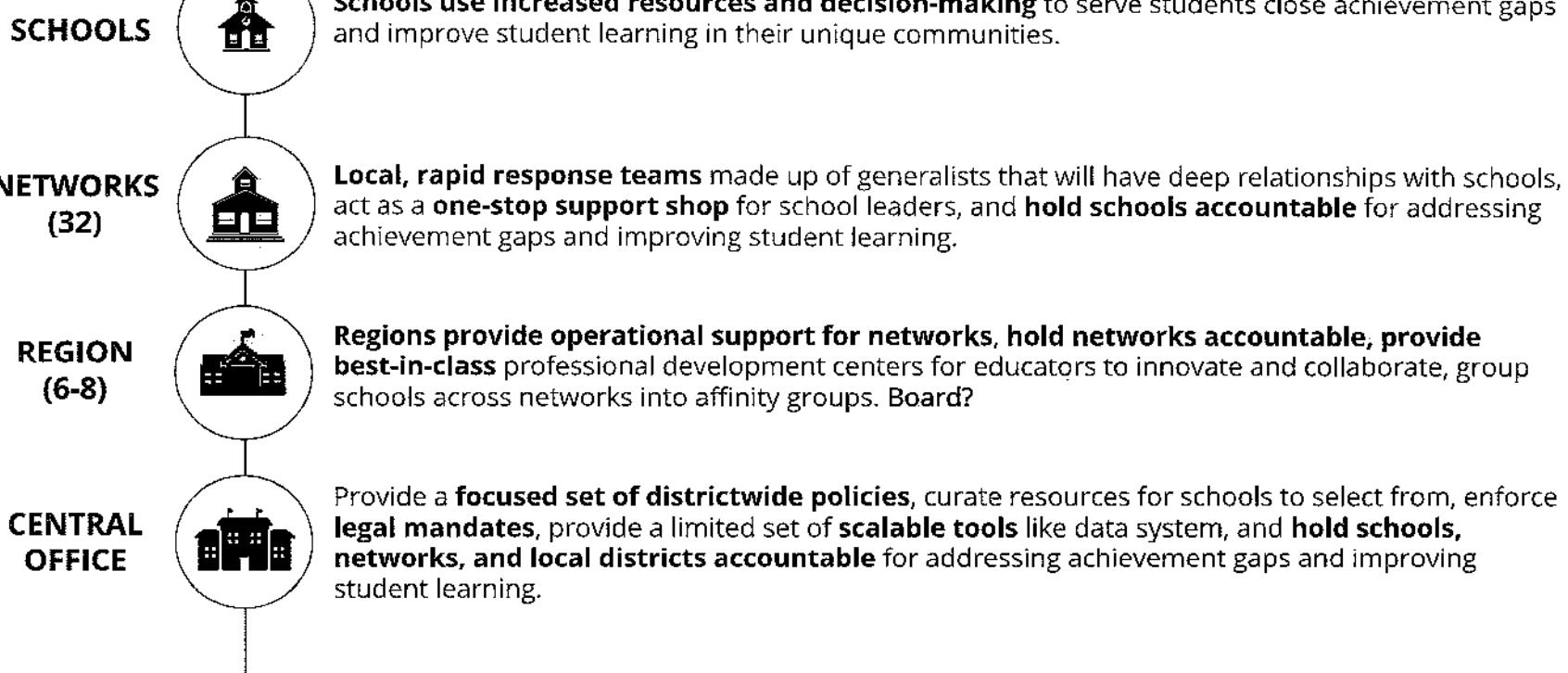
Press Announcement

Announcement tracks major themes from walkaround deck and background document

What does a Reimagined LA Unified Look Like?



Reimagining LA Unified, Starting with Students at the Top





Focused on outcomes

Service Area	Vision
Talent	Recruit, develop, retain, and manage high-caliber talent across all positions
Performance Management	Develop annual and monthly metrics and performance standards, provide data to managers, and data reporting; lead per
Academics	Develop coherent academic strategy, identify best materials,, support professional learning and implementation
Student Supports	Develop behavior, safety, social emotional learning and non-core academics s and support implementation
Special Populations	Provide equitable, inclusive, and high-quality service to all special need students in LA Unified.
Finance	Ensure equitable resource distribution, strategic finance, and compliance
Operations: Information Technology	Develop technology standards, manage adoptions, and provide basic tech support
Operations: Facilities	Maintain facilities, manage capital projects, and assess and prioritize improvements
Operations: Transportation	Provide transportation services and manage costs
Operations: Food Service	Provide food service to schools and manage costs
Family Engagement and Community Crisis Response	Field parent concerns and respond to emergencies
Public Relations and Communications	Develop communications strategy and overall outreach and messaging to community
Systems Planning	Enrollment vision and projections, system-wide portfolio, and aligning budget with school planning



LA Unified "Future State:" Full Functional Map WITH VISION

Focus Area	Description
Talent	Attract, recruit, and develop high-capacity talent and ensure human capital at all levels aligned to student success.
Performance Management	Develop and provide clear performance metrics for all LA Unified functions and drive continuous improvement at all levels.
Academics	Empower schools with tools, resources, and capacity to build and to provide high-quality, rigorous, and personalized instruction.
Student Supports	Create a safe, inclusive, healthy, and personalized support system to nourish the mental, emotional, and physical health of all LA Unified students.
Special Populations	Ensure equitable and high-quality service including training and compliance
Family Engagement and Community Crisis Response	Provide LA Unified parents with comprehensive and clear solutions when school issues arise.



Talent

Vision: Attract, recruit, and develop high-capacity talent and ensure human capital at all levels aligned to student success.

Current Divisions: Human Resources, Labor Relations, Division of Instruction (*no strategic talent management currently*)

Case Study: The Division of Special Education funds ~100 FTEs in other divisions through LA Unified, including 5-10 FTEs in Human Resources to recruit Special Education teachers

Unit	Responsibility
School	<ul style="list-style-type: none">- Hire teachers and instructional support staff- Place and manage assignments for all instructional staff to best meet needs of students- Manage and evaluate instructional staff- Develop professional learning plan for school based on student need and instructional staff interest, strengths, and opportunities
Network	<ul style="list-style-type: none">- Create eligible pool of principals and network leads- Hire regional leads and in Y1 hire network leads- Develop comprehensive talent strategy, build talent pipelines, partnerships with local universities etc.
Region	<ul style="list-style-type: none">- Hire and manage network leaders- Strategically create networks (e.g. geography, school performance, affinity)
Central	<ul style="list-style-type: none">- Create eligible pool of principals and network leads- Hire regional leads and in Y1 hire network leads- Develop comprehensive talent strategy, build talent pipelines, partnerships with local universities etc.



Performance Management

Vision: Develop and provide clear performance metrics for all LA Unified functions and drive continuous improvement at all levels.

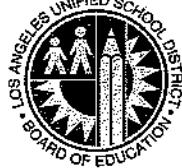
Current Divisions: Office of Data and Accountability (*no strategic or cross-cutting performance management function currently*)

Case Study: Division of Federal and State Accountability (63 FTEs, \$8.0M) and Data and Accountability (87 FTEs, \$9.8M) are both looking at accountability.

*Appendix has sample dashboards

Unit	Responsibility
School	-Review student data weekly to identify students in need of extra support and to identify what's working and what's not
Network	- Implement continuous improvement model and hold school leaders accountable for compliance and academic performance - Conduct qualitative reviews of schools
Region	- Select continuous improvement model around dashboard - Differentiate support and address underperformance for network leaders - Hold monthly progress report meetings (basic compliance, evaluations, on time metrics)
Central	-Define outcome measures (SPF for schools as well as operations/support measures/outcomes) - Maintain data systems to collect, store and share outcome data - Calculate and produce School Performance Framework reports annually - Perform mandated accountability activities from state (LCAP, etc.) - Set possibilities for qualitative review - Define process of continuous improvement and curate CI resources (for example, "comstat" for operations, or "improvement science" out of Stanford/Tony Bryk for networks/schools)

Embedded in
management
process



Academics

Vision: Empower schools with tools, resources, and capacity to build and to provide high-quality, rigorous, and personalized instruction.

Current Divisions: Curriculum and Instruction, Division of SpEd Instruction, Intensive Support & Intervention, Instructional Technology Initiative, Office of Chief Academic Officer - Instruction, A-G Intervention Office

Case Study: The Division of SPED Instruction Department has 19 FTEs supporting Curriculum and Instruction while Intensive Support & Intervention has 25, Curriculum and Instruction has 10, Curriculum and Instruction Pre K – 12 has 83, the Instructional Technology Initiative department has 48, the Office of Chief Academic Officer – Instruction has 41, and the A-G Intervention Office has 14. These offices perform similar tasks. **In total, Division of Instruction currently has 740 FTEs.**

Unit	Responsibility
School	<ul style="list-style-type: none">- Curriculum: Choose curriculum from menu of options or select their own with approved plan developed in conjunction with the network; opt-out if able to demonstrate capacity- Assessment: Formative, Interim, Curriculum aligned etc.- Professional Learning: Content (aligned to curriculum or academic focus), partner(s), and calendar- Intervention / Supplemental / Small Group: Choice on programs, tools, solutions to support intervention / supplemental support for students- Define school schedule (ensuring it fits with CBA) including start and end time, instructional approach (e.g. block or period scheduling) Wednesday afternoon pd etc.)- Define academic calendar including formative assessment, state testing specific dates (within assessment windows), report cards and parent conferences etc.
Network	<ul style="list-style-type: none">- Networks approve opt-out- Provide coaching and curriculum implementation support
Region	<ul style="list-style-type: none">- Set up and manage professional development hubs (cross-network learning opportunities)
Central	<ul style="list-style-type: none">- Shortlist good / research-based curriculum (Tier I and Tier II)- Establish guidelines and standards on running professional development- Directly support persistently underserved schools

Economies of scale / coherence



Student Supports

Vision: Create a safe, inclusive, healthy, and personalized support system to nourish the mental, emotional, and physical health of all LA Unified students.

Current Divisions: Student Health and Human Services, Division of Special Education, Division of Instruction

Case Study: Student Health and Human Services (1884 FTEs, \$217M) has multiple function overlaps with the Division of SPED in mental health and counseling services. The actual number of FTEs are difficult to compare with this level of data

Advanced Learning Options (26 FTEs), Secondary Education Programs (21.6 FTEs), and Arts Education Programs (261 FTEs) have an “enrichment” thread running through them that is common.

Unit	Responsibility
School	<ul style="list-style-type: none">- Managed choice choosing from thin menu of support options established by central office- Administer safety, behavior, and other supports
Network	<ul style="list-style-type: none">- Coaching on safety and behavior- Capacity building at schools
Region	<ul style="list-style-type: none">- Due process and rights protection- Compliance on safety, behavior etc.
Central	<ul style="list-style-type: none">- Set vision for non-curricular supports (thin menu of socio-emotional learning tools) (SEL, schoolwide safety/behavior, response to incidents, attendance)- Policy making role re: response to incidents (escalation, due process)- Chief Student Support Officer is responsible for capacity building at networks and schools



Special Populations

Vision: Provide equitable, inclusive, and high-quality service to all special need students in LA Unified.

Current Divisions: Health and Human Services, Division of Special Education, EL, Foster, Homeless, Title I

Case Study: The Division of Special Education hosts the Charter Operated Program department with 12 FTEs supporting SWD at Charters, while CSD has 59 FTEs (\$7.6M) conducting support to Charter Schools in a similar fashion.

Early Child SPED has 27 FTEs supporting SWD in Early Ed settings while Early Childhood Education has 12 FTEs doing similar work.

Legal Adviser and General Counsel have 131 FTEs supporting and responding to legal complaints and challenges. The Division of Special Education has 12 FTEs responding to Due Process challenges with SPED.

Unit	Responsibility
School	- Ensure equitable and high quality education for special populations
Network	<p>Service providers / resource maximization</p> <ul style="list-style-type: none">- Staffed with Equity Officer and 5 staff directly supporting schools on IEP development, compliance, and efficient use of special population resources- Manage service providers
Region	<ul style="list-style-type: none">- Implement block grant for SpEd / EL / Title I / homeless- Staff budget support on service providers (OTPT, mental health, etc.)- Compliance
Central	<ul style="list-style-type: none">- Set vision on special population support- Purchasing on economies of scale (special equipment etc.)



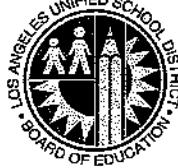
Family Engagement and Community Crisis Response

Vision: Provide LA Unified parents with comprehensive and clear solutions when school issues arise.

Current Divisions: Local Districts, Office of Special Education, Division of Instruction (Family Engagement)

Case Study:

Unit	Responsibility
School	- Field and resolve parent complaints and refer to network for resolution / escalation
Network	- Responsible for responding to and resolving parent complaints
Region	- Final escalation level for resolving parent concerns - Makes decisions on school closure, police response etc. for all emergencies except most dire
Central	- Responds to highest priority emergencies - Manages parent hotline and routes concerns to relevant party



Systems Planning

Vision: Provide LA Unified with integrated operational, technical, and programmatic support to streamline current enrollment systems and support portfolio planning.

Current Divisions:

Case Study: No strategic space, quality, or equity planning.

Unit	Responsibility
School	- Develops school brand and conducts family outreach
Network	- Support school family outreach efforts - Cultivate innovative ideas
Region	- Active partners in identifying unmet needs, inequitable access, and proposed innovation from network leaders - Identify and elevate innovative school-leaders for program expansion or additional opportunities
Central	- Manages annual process for determining demand, supply, and options - Sets enrollment vision (phase II) - Aligns budget to offerings and portfolio plan and overall strategic goals - Ensure equitable access to high-quality, diverse, and responsive options for all families (especially highest-need) - Support and incent innovative school models



Finance

Vision: Provide excellent customer service to schools to ensure resources are equitably allocated and maximized to benefit students and ensure the ongoing fiscal health of the district.

Current Divisions: Office of Chief Financial Officer, Budget Services and Financial Planning, Accounting and Disbursement, Payroll

Case Study: The above divisions cover similar responsibilities with 320 FTEs and \$38.4M.

Core budget passed through via weighted student funding

Unit	Responsibility
School	- Prepare budget and strategic finance / resource allocation
Network	- Support principals on budget development
Region	- Compliance and strategic finance support
Central	- Strategic finance - Annual budget preparation based on student need (phase II) - Compliance



Public Relations and Communications

Vision: Plan, manage, and develop a comprehensive communications and engagement strategy for the district.

Current Divisions:

Case Study:

Unit	Responsibility
School	- Responsible for proactive outreach to families (backpack letters etc.)
Network	- Handles network specific-communications on activities etc. - Pushes out messaging from central
Region	- Convenes networks to push out comms messages from central
Central	- Manages overall comms narrative and strategy - Board relations - Intergovernmental relations



Operations: Information Technology

Vision: Provide excellent customer service to schools and district staff and ensure LA Unified technology is up-to-date, well maintained, and suits student needs.

Current Divisions: Information Technology

Case Study:

EY presentation highlighted there are fragments of IT throughout CO divisions that should be consolidated

Confirming alignment w/ EY recommendations

Unit	Responsibility
School	- Manage student technology - Escalate maintenance, implementation, support issues to network
Network	- Operations support triages IT requests
Region	- Field service team deployed to schools and networks for basic maintenance
Central	- Develop IT standards and equipment specifications - Manage procurement / purchasing including bond - Staff central office IT team (also services regions)



Operations: Facilities

Vision: Ensure all LA Unified students are educated in a safe, clean, well-maintained, and nurturing learning environment.

Current Divisions: Facilities

Case Study:

Confirming alignment w/ EY recommendations

Unit	Responsibility
School	<ul style="list-style-type: none">- Plant manager addresses basic maintenance and cleanliness- Escalates repair and improvement requirements to network
Network	<ul style="list-style-type: none">- Operations support triages facilities request
Region	<ul style="list-style-type: none">- Field service team deployed to schools and networks for basic maintenance
Central	<ul style="list-style-type: none">- Establish design standards- Monitor and prioritize maintenance requests and capital improvements- Assess buildings and prioritize repair- Work with system planning to identify space needs, decommission buildings etc.



Operations: Transportation

Vision: Provide LA Unified students with safe, efficient, and inclusive transportation accommodations.

Current Divisions: Transportation

Case Study:

Unit	Responsibility
School	- Field first line family concerns on transportation
Network	- Operations support handles transportation issues (though may originate from school)
Region	- Compliance and data collection related to transportation
Central	- Route development and contracting - Fleet maintenance etc.



Operations: Food Services

Vision: Provide all LA Unified students with nutritious meals.

Current Divisions:

Case Study:

Unit	Responsibility
School	- Provide nutritious meals for students
Network	- Operations support addresses issues related to food service
Region	- Data collection and compliance related to food service
Central	- Procurement - Nutrition standards - Interface with budget on reimbursements and efficient service provision



Legal

Vision: Advise on legal and policy matters.

Current Divisions:

Case Study:

Legal Adviser and General Counsel have 131 FTEs (\$21.7M) supporting and responding to legal complaints and challenges. The Division of Special Education has 12 FTEs responding to Due Process challenges with SPED.

Unit	Responsibility
School	
Network	
Region	
Central	<ul style="list-style-type: none">- Legal compliance- Representation of district and district staff in legal matters



Review Significant Design Decisions and Decide on Path to Closing Out

1. What is the answer to the **persistently underserved schools** network?
2. What is the role of the **"board" at the regional level?**
3. How do we avoid the Regions feeling like the current approach?
4. How far should we go on integrating specialized populations?



Persistently Underserved Schools

Option 1: Create underserved support network in each local district with schools designated by regional leader

- Each network includes 15-25 schools (roughly)
- “Underserved networks” get best talent and additional resources to support schools
- Central Office can provide targeted support and development for “underserved networks”
- Pros:
 - True to geography
 - Clear reporting structure
 - Speaks to all board members
 - Identifies lowest absolute performing schools and schools w/ high achievement gaps in regions where absolute performance is higher
 - Sweeps in larger number of lower performing schools
 - Teams can work across networks
 - Maintains clear decision rule for organizing to push in governance changes
- Cons:
 - Capacity to effect improvements

Option 2: Create one underserved network

- Pros:
 - Option for highest-capacity support and most concentration of resources
 - Clear demarcation for governance / staffing flex
 - Clear reporting structure
- Cons:
 - Smaller number of schools can be supported
 - Loses geographic support structure
 - Similar to ISIC



What is the Role of the “Board” at the Regional Level?

- Regions governed by 5 person board
- Board no formal authority - holds public sessions and provides recommendations to regional lead and advises on:
 - Network leader customer satisfaction surveys from principals
 - Network leaders surveys on regional supt/structure
 - Articulation and alignment eg pathways from es/ms/hs and early childhood seat needs etc.
 - Information and support for parents and families making choices ie catalog of options, navigation support for families on choices in their respective regions
- Networks have no community governance structure

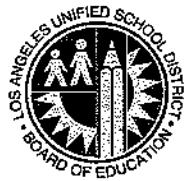


Next Steps

1. Schedule next check-in
2. Discuss path to plan completion / engagement timeline (see next slide)

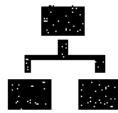


Appendix



Option 2: Organization of Persistently Underserved / Underperforming Schools

Optimize on Performance (carve out cluster of persistently underserved/underperforming schools)



Includes Persistently Underserved Schools

Grouping of highest need campuses across LA Unified (no geographic ties)

Schools Report Directly to Central Office

Increased support and focus from central office directly to schools to accelerate progress

Build a High-Capacity Support Team at Central Office

Additional and effective school support, including to navigate operational barriers

Lower Barrier to Flexible Rules

Increased / accelerated empowerment for strong school leaders to implement transformative interventions to best meet the needs of the students



Teacher Data Dashboard

FOCUS Reporting & Dashboards Supporting education through data analytics

Welcome User Middle School Teacher Role

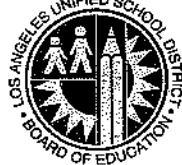
Summary Demographics Advanced Analytics Monitoring Reports Summer School Reports

Middle School Teacher / Advanced Analytics
Student Progress Monitoring

School year: 2017-2018 Term: Term 2 Grading Period: Grading period 4 Course: Course 1 Period: Period 1 Section: Section 1

Student Details

ID	Student Name	Current Grade	Late Assignments	Academic	Work Effort	Cooperation	Discipline	SBAC Math	SBAC ELA	SBAC Science	EL Reclassification	LAST Link
1325	Pablo Alejandro Jr.	B	3	● S	● E	● U	Absence: 12 Referrals: 5 Interventions: 2 Suspension: 0	Met	Nearly Met	Not Met	A	SIL R W
1325	Jamal Will	C	5	● S	● E	● S		Needed	Not Met	Nearly Met	S	SIL R
1325	Paul McDonald	D	8	● U	● U	● E		Met	Nearly Met	Exceeded	S	SIL
1325	Isaac Newton	F	10	● S	● S	● S		Not Met	Nearly Met	Met	A	S
1325	Mary Christine	A	6	● S	● E	● E		Not Met	Met	Nearly Met	H	-
1325	Bernard Simpson	B	2	● E	● E	● S		Met	Exceeded	Not Met	A	-
1325	Jhon Silva	C	4	● E	● U	● S		Exceeded	Nearly Met	Exceeded	S	SIL R
1325	St Paul Elementary	D	9	● S	● S	● U		Not Met	Not Met	Not Met	H	-
1325	Mary Christine	C	6	● U	● S	● E		Exceeded	Exceeded	Nearly Met	A	SIL



Network Leader Dashboard Displaying School-level Data

Basic Info		School Performance			School Support		Moving Forward				
School Name	School Leader	Assigned Director	Status	Academic	Academic Growth	Opportunity Gaps	Safety	Discipline	Number of operations requests	Avg Time to Close Operations Requests	Focus areas for next month [input monthly by director]
School 1	[Principal Name]	Edward Jones									
School 2	[Principal Name]	Samantha Lopez									
School 3	[Principal Name]	Edward Jones									
School 4	[Principal Name]	Samantha Lopez									
School 5	[Principal Name]	Edward Jones									
School 6	[Principal Name]	Samantha Lopez									
School 7	[Principal Name]	Edward Jones									
School 8	[Principal Name]	Samantha Lopez									
School 9	[Principal Name]	Edward Jones									
School 10	[Principal Name]	Samantha Lopez									
School 11	[Principal Name]	Edward Jones									
School 12	[Principal Name]	Samantha Lopez									
School 13	[Principal Name]	Edward Jones									
School 14	[Principal Name]	Samantha Lopez									
School 15	[Principal Name]	Edward Jones									
School 16	[Principal Name]	Samantha Lopez									
School 17	[Principal Name]	Edward Jones									
School 18	[Principal Name]	Samantha Lopez									
School 19	[Principal Name]	Edward Jones									
School 20	[Principal Name]	Samantha Lopez									
School 21	[Principal Name]	Edward Jones									
School 22	[Principal Name]	Samantha Lopez									
School 23	[Principal Name]	Edward Jones									
School 24	[Principal Name]	Samantha Lopez									
School 25	[Principal Name]	Edward Jones									
School 26	[Principal Name]	Samantha Lopez									



Chief Performance Officer and Superintendent Dashboard

Basic Info		School Performance				School Support		Network Support	
		Academic Status	Academic Growth	Opportunity Gaps	Safety	Discipline	Number of operations requests	Avg Time to Close Operations Requests	Satisfaction with Network Support
Network 1	[Network lead name]	Edward Jones							
Network 2	[Network lead name]	Samantha Lopez							
Network 3	[Network lead name]	Edward Jones							
Network 4	[Network lead name]	Samantha Lopez							
Network 5	[Network lead name]	Edward Jones							
Network 6	[Network lead name]	Samantha Lopez							
Network 7	[Network lead name]	Edward Jones							
Network 8	[Network lead name]	Samantha Lopez							
Network 9	[Network lead name]	Edward Jones							
Network 10	[Network lead name]	Samantha Lopez							
Network 11	[Network lead name]	Edward Jones							
Network 12	[Network lead name]	Samantha Lopez							
Network 13	[Network lead name]	Edward Jones							
Network 14	[Network lead name]	Samantha Lopez							
Network 15	[Network lead name]	Edward Jones							
Network 16	[Network lead name]	Samantha Lopez							
Network 17	[Network lead name]	Edward Jones							
Network 18	[Network lead name]	Samantha Lopez							
Network 19	[Network lead name]	Edward Jones							
Network 20	[Network lead name]	Samantha Lopez							
Network 21	[Network lead name]	Edward Jones							
Network 22	[Network lead name]	Samantha Lopez							
Network 23	[Network lead name]	Edward Jones							
Network 24	[Network lead name]	Samantha Lopez							
Network 25	[Network lead name]	Edward Jones							
Network 26	[Network lead name]	Samantha Lopez							
Network 27	[Network lead name]	Edward Jones							



Teacher Data Dashboard

FOCUS Reporting & Dashboards Supporting education through data analytics

Welcome User
Middle School Teacher Role

Summary Demographics Advanced Analytics Monitoring Reports Summer School Reports



Middle School Teacher / Advanced Analytics

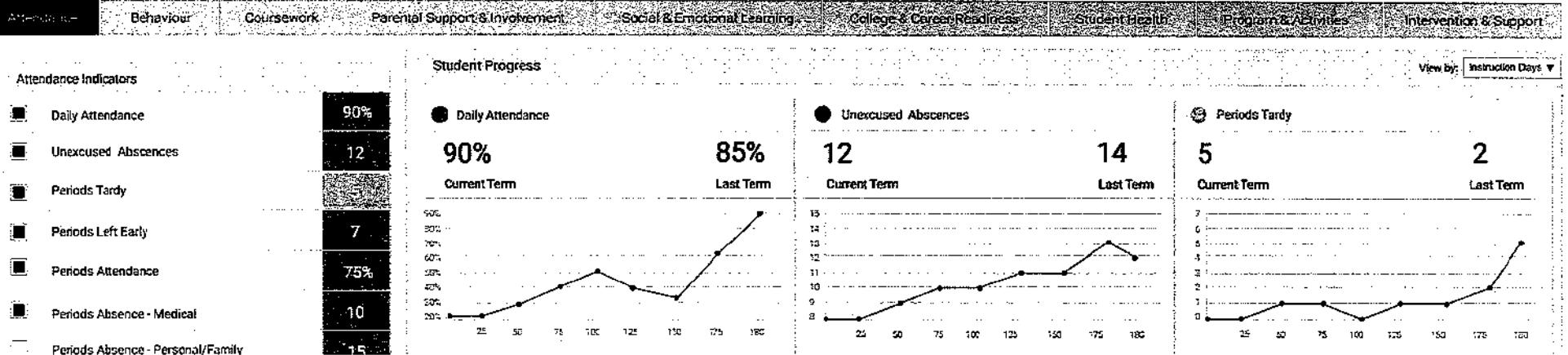
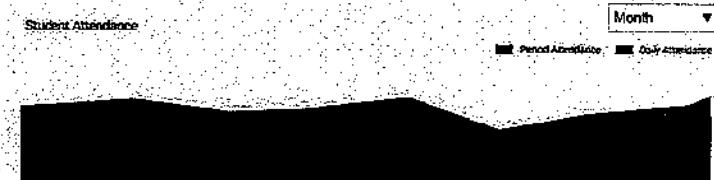
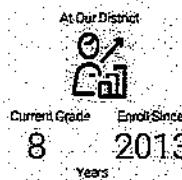
Student Profile



Pablo Alejandro Jr.
Hispanic

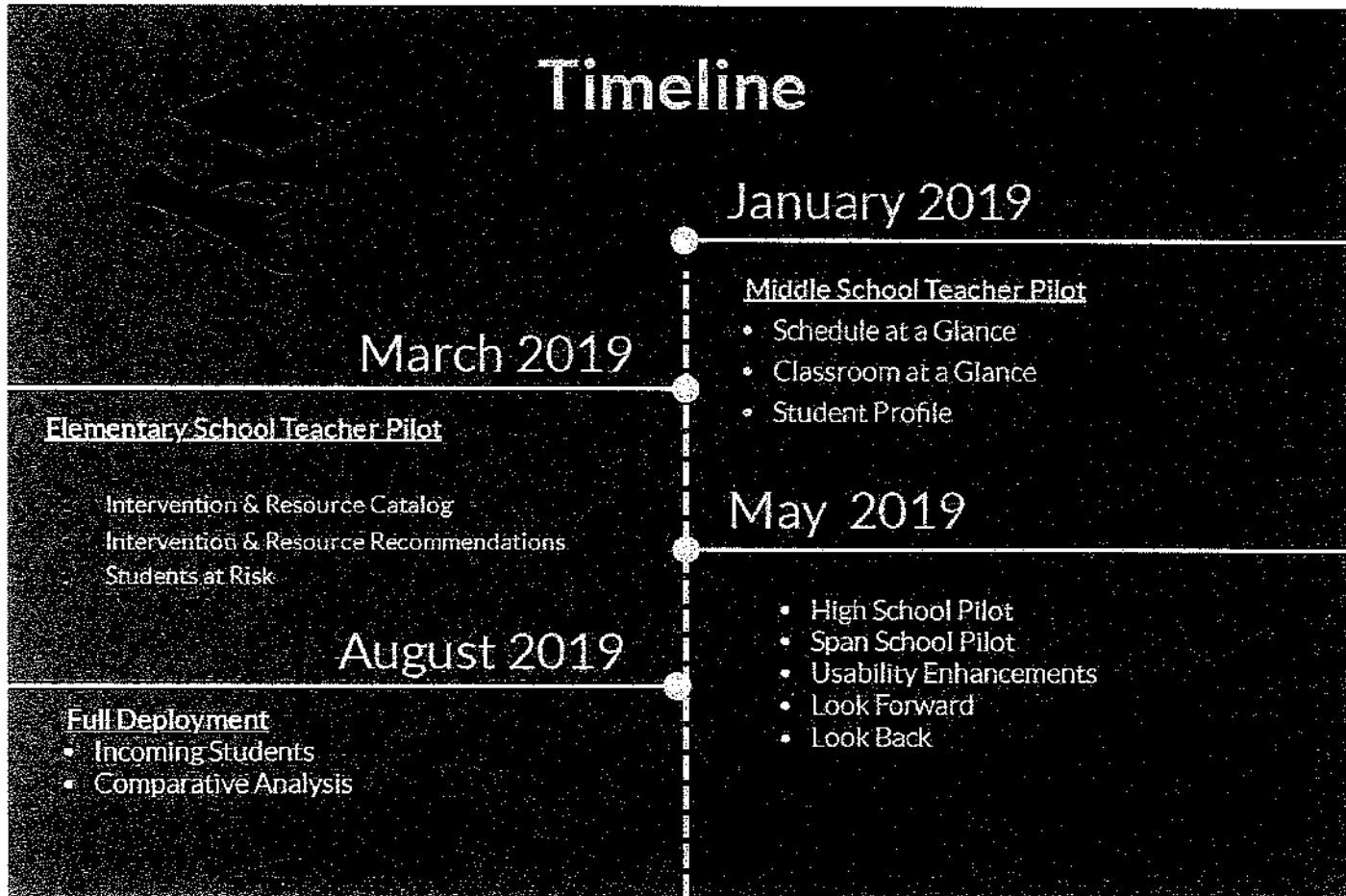
Parent Name: María Alejandra Xavier
Parent Email: maxavier@gmail.com
(1) 368 569 8754

Student ID: 0718125043
Brown Middle School





Integrated Data Dashboard





Integrated Data Dashboard

Two Phases

Phase 1

Student Progress and Growth

- Ingest data needed to support teachers and counselors
 - MiSIS
 - Schoology
 - Wellgent
 - S3 Case Management
 - Clever and Instructional Technology
 - Naviance
 - Assessments
- Develop composite subject areas
 - Behavior MTSS
 - Grade Levels
 - EL Development and Literacy
 - Special Education
 - College and Career Readiness
- Design and Development Dashboards
 - Teacher Dashboard
 - Counselor Dashboard
 - Parent Portal Analytics
- Build Resource and Intervention Catalog
- Build Early Warning and Alerts
 - MTSS Behavior and Instruction
 - SPED Compliance
 - Attendance
- Develop Profiles Student Profile
 - IEP Profile
 - Grade Level Profile
- Link Early Warning Alerts to Resource and Intervention Recommendations
- Develop indices to measure student progress and growth

Phase 2

School and Program Performance

- Ingest data to support schools and programs
 - SAP Finance Data
 - SAP Procurement Data
 - SAP HR Data
 - School Technology Data
- Ingest additional school data
 - School Climate Survey Data
 - College Persistence Data
 - School Incidents
- Design and Develop Principal Dashboard
- Develop analytics for the Principal Dashboard
 - School HR and Staffing
 - School Finance
 - Student Behavior
- Develop Analytics to support the School Performance Framework
- Develop analytics for Program Managers
 - Student Participation
 - Spend Analysis
 - Student Outcomes
- Ingest Community Data
- Develop Analytics for Central Offices and ED Dashboards
 - Program Spend
 - School Performance Framework
 - HR Analytics
- Develop Profiles School Profile Teacher Profile Program Profile Course Profile



Opportunities

1. The Division of Special Education hosts the Charter Operated Program department with 12 FTEs supporting SWD at Charters, while CSD has 59 FTEs conducting support to Charter Schools in a similar fashion.
2. Early Child SPED has 27 FTEs supporting SWD in Early Ed settings while Early Childhood Education has 12 FTEs doing similar work.
3. The Division of SPED Instruction Department has 19 FTEs supporting Curriculum and Instruction while Intensive Support & Intervention has 25, Curriculum and Instruction has 10, Curriculum and Instruction Pre K – 12 has 83, the Instructional Technology Initiative department has 48, the Office of Chief Academic Officer – Instruction has 41, and the A-G Intervention Office has 14. These offices perform similar tasks.
4. The Office of Data and Accountability have 87 staff members while Division of SPED have 9 FTEs doing similar work.
5. There is an opportunity for synergy between Division of Adult and Occupational Education (1181.6 FTEs, \$100M) and Linked Learning (43 FTEs, \$2.3M).
6. Legal Adviser and General Counsel have 131 FTEs (\$21.8M) supporting and responding to legal complaints and challenges. The Division of Special Education has 12 FTEs responding to Due Process challenges with SPED. May be an opportunity to consolidate.
7. Student Health and Human Services (1884 FTEs, \$217M) has multiple function overlaps with the Division of SPED in mental health and counseling services. The actual number of FTEs are difficult to compare with this level of data.
8. Advanced Learning Options (26 FTEs), Secondary Education Programs (21.6 FTEs), and Arts Education Programs (261 FTEs) have an “enrichment” thread running through them that is common. Can these be combined and staffing leveraged?
9. Would we have better efficiency if the Office of Chief Financial Officer, Budget Services and Financial Planning Division, Accounting and Disbursement Division, and Payroll where consolidated and leveraged (320 FTEs)?
10. Division of Federal and State Accountability (63) and Data and Accountability (87) are both looking at Accountability. Consolidate and leverage.



Impact of Additional Budget Flexibilities

What's Better for Principals

- More hands on support for principals in maximizing their resources:** An increased and improved role for the fiscal specialist (located at districts) to provide hands on budget guidance to principals.
- Less red tape:** Principals currently need approvals from up to 3 different people to reallocate any funding in their budget (LD instructional lead, fiscal specialist, grant coordinator). This slows the process immensely (reclassifications can take weeks) and limits principal autonomy. We can reduce red tape by removing the instructional review which often causes the greatest delay.
- Increased autonomy over purchasing decisions for curriculum/PD/assessment packages:** Principals will have more autonomy over purchases for curriculum, PD, and assessment packages than the standard options prescribed by DOI. Over time, the most effective principals will be able to opt-out of the offered packages altogether and receive flexible dollars to make the decisions and purchases themselves.



Final Mile on Reimagining Plan

Monday	Tuesday	Wednesday	Thursday	Friday
12	13	14	15	16
				LA Unified finalize significant decisions
Morning: Kitamba sends 5-slide deck + backgrounder to Cami, Bill, Shira, Janelle Afternoon: Call with Kitamba, Cami, Bill, Shira, Janelle	20	21 Kitamba sends updated 5-slide deck + backgrounder to Cami, Bill, Shira, Janelle	22	23 Thanksgiving
26	27	28	29	30
Plan Development				



Proposed Communications Timeline (Draft for Discussion)

December 2018

Monday	Tuesday	Wednesday	Thursday	Friday
3 Second round of engagement begins (community, board, etc.)	4	5	6 Ed Boards	7 Sun Printed in Sunday Papers, Op-ed in LAT, Release Video, Social Content
10	11 Event in South LA	12	13	14
17	18	19	20	21
24	25	26	27	28

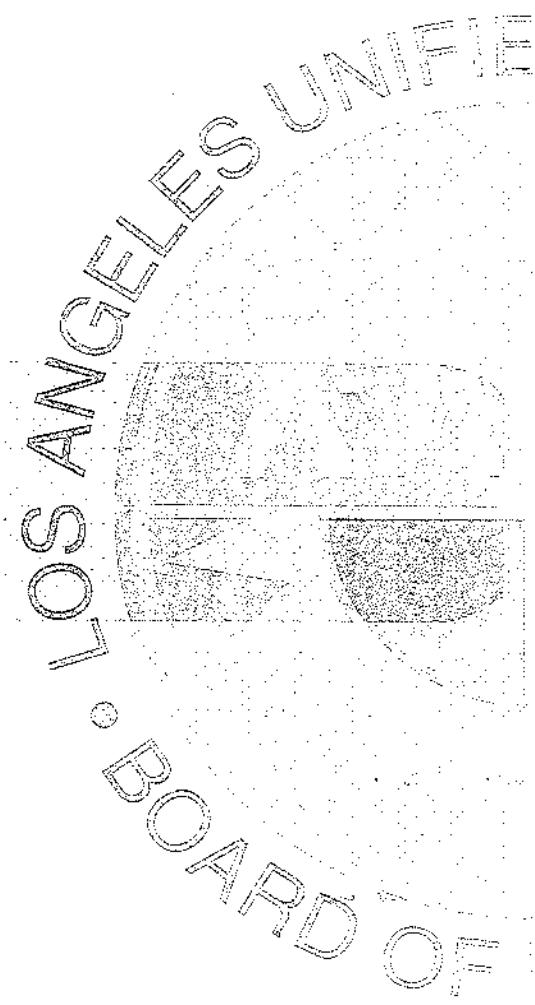
LOS ANGELES UNIFIED SCHOOL DISTRICT

REIMAGINING LA UNIFIED

Kitamba Update

November 16, 2018

Confidential Working Draft - For Deliberative Purposes Only





Why change



Proposed Theory of Action for LA Unified

For discussion

Our strategy will **empower educators and create communities of great schools** in every neighborhood, while maximizing our resources to schools

EMPOWERED PRINCIPALS AND EDUCATORS



- Flexible Resources
- Differentiated Support
- Autonomy

SHARED VISION OF STUDENT SUCCESS



System defines a shared vision of **student success and equity** and is **designed to support schools**.

ACCELERATED STUDENT OUTCOMES



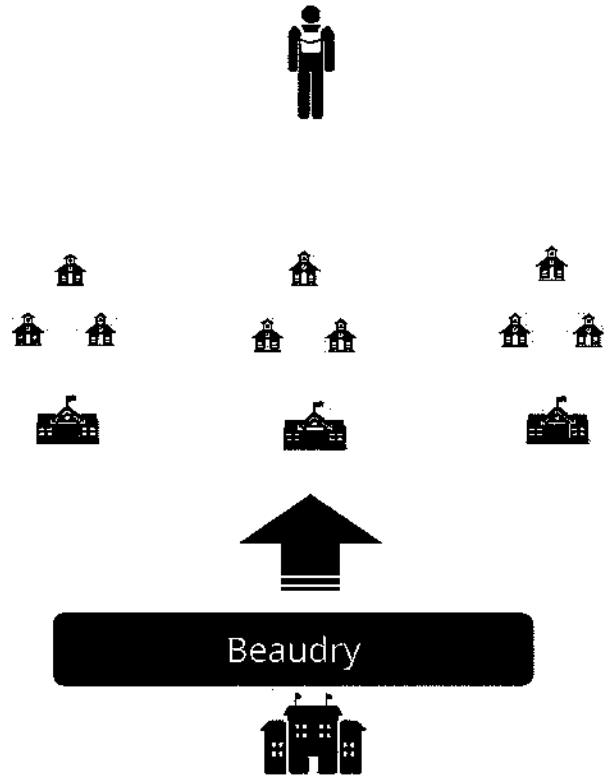
Schools made up of great teachers and leaders meet the needs of each student and accelerate student learning

See linked resources for more detail on proposed approach and theory of action. Denver, Camden, Lawrence, MA.



Operationalizing Schools as the Unit of Change

Ideal State (by July 2019)



The system is meaningfully changed to operationalize a school-centered approach

Schools: Decision Making Closer to Students with a Focus on Rigorous Instruction to Drive Improvement

Networks of School Support: Differentiated and Coherent Support to Schools

Beaudry: Focus on Equity & Access and Performance Management of the System

Continuous Improvement Model



Why this Theory of Action? Borrowing Approaches to Managing Complex Systems

Toyota Production System

Kaizen (innovation, evolution, problem solving by those closest to the problem / opportunity)

Respect for People

Learning and support organization through relentless reflection - Plan Do Check Act

Kanban



Reimagining LA Unified Centers Around Two Main Goals: Accelerating Student Outcomes and Supporting Sustainability

For discussion

What strategies have sustained over time in education improvement efforts and are they a part of the Reimagining work currently?

Accelerating Student Outcomes

- School empowerment (**Reimagine**)
- Performance management / accountability (**Reimagine - SPF**)
- Leadership / talent (**Reimagine / contract / practice**)
- Focus on coherent / rigorous instruction and instructional support (**Reimagine - Networks**)
- Supporting most vulnerable populations (**Reimagine - SPED**)
- New school creation (**Reimagine - school models tying capital & operating**)

Supporting Sustainability

- Resource allocation / devolution-to schools (**Reimagine - efficiencies**)
- Governance reform (**Reimagine - Communities of Schools**)
- Enrollment / access (**Reimagine - Communities of Schools**)

See linked resources for more detail on proposed approach and theory of action. Denver, Camden, Lawrence, MA.

ThirdWay Solutions, LLC
57 West 127th Street, New York, NY 10027
Tel 917.843.4857 / carni@thirdwaysolutionsgroup.com



CONSULTING AGREEMENT

This agreement (the “Agreement”) is made this July 2, 2018 by and between California Community Foundation and Third Way Solutions, LLC (“Independent Contractor”). California Community Foundation and Independent Contractor agree to the following:

Term. The term of this Agreement will begin on July 27, 2018 and end on September 14, 2018.

Description of Services. The Independent Contractor will provide the following:

• **Overarching Objectives:**

- Serve as a strategic advisor to the Superintendent of LAUSD
- Identify areas for structural, policy, and human capital improvements in Special Education — and other areas within LAUSD as needed
- Support overall strategy work in reimagining LAUSD, including identifying areas for efficiencies that will also drive results
- Support Superintendent and other cabinet-level staff on strategic tasks as requested

• **Outputs**

- Vision for how to improve outcomes for students with disabilities
- Theory of action — including prioritized levers for change and an action plan — to realize the vision
- Recommendations about how to make special education services higher quality as well as more efficient
- Options for how the Special Education division can fit into a “reimagined” LAUSD
- Sample accountability, coordination, and collaboration tools for a leaner Special Education department that is in service to schools and clusters of schools (instead of a large, centralized bureaucracy)

Compensation. In consideration of the Independent Contractor’s performance of Services in accordance with the terms of this Agreement, California Community Foundation agrees to compensate Independent Contractor in the amount of \$100,000. Payments shall be spread over three payments: one paid upon signing of contract, one paid upon receipt of mid-engagement report (before August 1st), and one paid upon receipt of final report (before September 15th).

No Employment Relationship; No Liability for Taxes, Insurance. Independent Contractor acknowledges and agrees that she is not an employee of California Community Foundation. Thus, Independent Contractor will not be entitled to any benefits of an employee of California Community Foundation, including without limitation the right to participate in any insurance, retirement or other benefit plans of California Community Foundation. Independent Contractor will be solely responsible for determining the means and methods for performing the Services under this Agreement. Independent Contractor agrees she is fully and exclusively responsible for the payment of all state and federal taxes, contributions and similar payments attributable to his engagement hereunder, including without limitation all employment, payroll and federal and state income taxes (including declarations and payments of estimated taxes), and all contributions for unemployment insurance, old-age pensions, annuities or Social Security payments that are measured by the wages, salaries, or other remuneration paid to ThirdWay Solutions’ agents, employees or subcontractors, if any. Independent Contractor further agrees to comply with all legal and administrative regulations related to such taxes and contributions.

Intellectual Property. Independent Contractor will retain all rights and intellectual property for training materials, agendas, tools, and other collateral material to the extent it is general (e.g., not specific to the budget or other recognizable elements of the work with LAUSD). Project Materials that are developed by the Independent Contractor specifically for California Community Foundation as a result of this project may be used by the Independent Contractor and the client, provided the client obtains permission.

Confidential Material. In the performance of the services, Independent Contractor may have access to, receive and be entrusted with confidential information, including but in no way limited to information relating to grant

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57 West 127th Street, New York, NY 10027
Tel 917.843.4857 / cami@thirdwaysolutionsgroup.com



proposals, implementation, management, evaluation, communications, and other organizational and financial information. All such Confidential Material is considered secret and will be available to Independent Contractor in strict confidence.

Termination. Either party may elect to terminate this Agreement at any time and for any reason by giving written notice to the other party no later than fifteen (15) days prior to the effective date of termination. If this Agreement is terminated while Independent Contractor is actually performing services hereunder, Independent Contractor will be entitled to compensation according to the terms of this Agreement for services performed in compliance with this Agreement through the effective date of termination.

Compliance with Policies, Laws. In the performance of services hereunder, Independent Contractor will comply with all federal, state and local laws, policies, rules and regulations governing California Community Foundation and Independent Contractor, including without limitation tax laws, non-discrimination requirements and prohibitions against harassment.

Dispute Resolution. If Independent Contractor and California Community Foundation cannot resolve any dispute, controversy or claim arising out of or relating to this Agreement or the transactions contemplated by this Agreement, or any amendment of this Agreement, Independent Contractor and California Community Foundation each agree to submit the matter to final and binding arbitration conducted in accordance with the then-current Commercial Arbitration Rules of the American Arbitration Association before a single Arbitrator.

Enforceability. If any provision of this Agreement is found to be void or unenforceable by either of the parties, such finding will not render any other provision of this Agreement void or unenforceable.

Entire Agreement. This document contains the entire Agreement of the parties and supersedes all prior negotiations or agreements, whether oral or written, regarding the matters set forth herein. It may not be changed orally but only by an agreement in writing signed by both parties.

READ AND APPROVED:

By:

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Carol Bradford 7/15/2018 4:12:50 PM PDT

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Carol Bradford

Legal Counsel

California Community Foundation

By:

DocuSigned by:

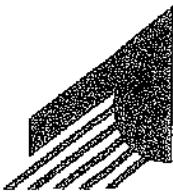
Cami Anderson 7/15/2018 12:29:59 PM PDT

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Cami Anderson

Founder and Managing Partner

ThirdWay Solutions, LLC



**California
COMMUNITY
Foundation**

INDEPENDENT CONTRACTOR AGREEMENT

This Agreement dated this 8th day of August 2018, by and between California Community Foundation, 221 S. Figueroa Street, Suite 400, Los Angeles, California 90012 and Third Way Solutions Group (hereinafter "Contractor").

Witnesseth that:

California Community Foundation has need for a person to undertake a variety of administrative and program development tasks associated with the Los Angeles School District Re-Imagining Work. Payments on this contract will only be fulfilled if there are sufficient assets in the Fund for Equity and Excellence.

Contractor represents that (he/she) is able and willing to undertake the work.

Now, therefore, in consideration of the mutual covenants hereinafter set forth, California Community Foundation and Contractor agree as follows:

1. Scope of Services to be Performed.
See Attachment A.
2. Term.
September 15, 2018 – August 15, 2019
3. Job Price, Invoicing and Payment Schedule.
Total contract cost is \$450,000, in addition to \$45,000 for overhead costs which may include but are not limited to travel, graphics, and materials. Expenses are subject to approval by the Foundation. Invoices for work performed and any appropriate expenses are to be submitted monthly.
4. Independent Contractor. It is agreed and understood that Contractor shall perform services under this Agreement as an independent contractor and not as an employee or agent of California Community Foundation.
 - a) California Community Foundation does not grant Contractor any authority or right, expressed or implied, to assume or create any obligation or responsibility on behalf of California Community Foundation or to bind California Community Foundation in any manner.

- Contractor will not represent the contrary, either expressly or explicitly, to anyone.
- b) Contractor shall be solely and personally liable for any personal injury, either to (himself/herself) or to others, or for any property damage, which may be occasioned by the performance of (his/her) services hereunder.
- c) Any and all income tax returns filed by Contractor with either the Federal or State governments shall be prepared in accordance with the terms of this Agreement; that is, those returns shall indicate that all income Contractor receives as a result of this Agreement is income earned as an independent contractor and not as an agent or employee of California Community Foundation.
- d) Because Contractor is not an agent or employee of California Community Foundation, California Community Foundation will not withhold monies from Contractor's job price payments for Federal or State income tax purposes nor will California Community Foundation make any payment or contribution in Contractor's name or on (his/her) behalf for purposes of Social Security, Unemployment Compensation, Workmen's Compensation, or for any other similar purpose.
- e) Contractor shall not participate in or in any way share in any benefit plan, program or fringe benefit of any kind created by California Community Foundation or in which California Community Foundation participates for the benefit of California Community Foundation's employees.
- f) Consistent with the policies and procedures of California Community Foundation and where applicable, those of the clients of California Community Foundation, Contractor shall determine the manner and methods to be used by (him/her) in carrying out the contract, in (his/her) sole judgment and discretion. California Community Foundation, retains no right to direct or control the manner or method of such performance, but Contractor is obligated to produce the results, information, and materials called for by this contract in the time contemplated by this contract and in a form suited to the needs of California Community Foundation
- g) California Community Foundation shall retain all property rights, title and interest in any research, written products, computer analysis, or other information or documentation, produced or developed by contractor.

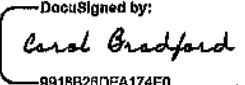
- h) In the course of performing the contracted services, the Contractor may have access to confidential information of California Community Foundation and its clients. Therefore, the Contractor agrees not to use or disclose any confidential information to third parties.
 - i) The Contractor's out of pocket expenses require CCF's approval prior to being incurred.
- 5. Assignments and Subcontracts. Contractor agrees not to assign or subcontract to other parties any of the services to be performed under this Agreement, without the prior written consent of the California Community Foundation.
- 6. Conflict of Interest. California Community Foundation expects all persons associated with it to conduct business on its behalf with integrity and a high ethical standard. Contractor agrees to avoid activities or conduct which involve a conflict of interest, recognizing that even the appearance of a conflict of interest could adversely affect the integrity or reputation of California Community Foundation.
 - a) While it is impossible to list every circumstance which may suggest a possibility of a conflict of interest, potential and actual conflicts of interest generally exist where Contractor has a direct or indirect significant financial or other interest in, or contractual or other relationship with, any person doing business with or receiving grants, loans or contracts for services from California Community Foundation. In considering whether a conflict of interest may exist, Contractor should remember that relationships of their business, business associates, family and friends may give rise to an actual or potential conflict of interest even if Contractor is not involved directly.
 - b) Using the foregoing principles and guidelines, Contractor shall act in good faith and use his/her best judgment to bring to the attention of California Community Foundation any conflict of interest, real or perceived, whether financial or otherwise, between him/her and California Community Foundation. Contractor shall declare in writing any and all areas of conflicts of interest at the time of entering into this Agreement, at any time during the term of this Agreement when a conflict of interest arises, and on each anniversary of this Agreement should the term of the Agreement exceed twelve months.
- 7. Modification of Terms. California Community Foundation may, with the mutual consent of Contractor, materially modify the scope or extend the term of this Agreement. All material changes of this Agreement

must be documented in writing.

8. Indemnification. Contractor agrees to indemnify and hold harmless California Community Foundation from and against any and all actions, causes of action, claims or demands, liabilities, losses, damages or expenses of any nature, including attorneys' fees, which may be assessed against it by third parties in connection with the Contractor's performance of services under this Agreement.
9. Termination. Either party may terminate this Agreement, with or without cause. The party requesting the termination must provide the other party with five (5) days' written notice of termination. Upon completion of Contractor's services to the satisfaction of the California Community Foundation, it shall pay Contractor for all work completed through the date of termination.
10. Construction of Agreement. This Agreement, which is to be performed and construed under California law, supersedes any and all prior agreements and contains the entire agreement of the parties.

California Community Foundation

Independent Contractor

Accepted By: 
Carol Bradford
991BB26DEA174E5

ITS: Senior Counsel

Date Signed: 9/11/2018 10:18:46 PM PDT

Accepted By: 
Cami Anderson
972E76945E374E5

Contractor Name: Cami Anderson

Date Signed: 9/13/2018 7:26:17 PM PDT

7-27-18

ATTACHMENT A

Special Education Reimagining Consultant(s)

Scope of Work

Purpose Statement:

The independent contractor(s) will provide Special Education project plan development for the reimaging work of the Division of Special Education for the Los Angeles Unified School District (LAUSD). The contractor(s) will serve as the LAUSD consultant(s). The purpose of the Special Education Reimagining Project is to reconfigure the class structure and service delivery for special education services. The plan will also address behavior support across the district and the shift in addressing the needs of students that are struggling academically and behaviorally.

Scope of Work:

The Consultant(s) will perform and complete the following tasks over the period of September 2018 through June 2019:

- Prepare and develop Project description and summary
- Coordinate and hold Stakeholder meeting(s)
- Coordinate and hold Leadership meeting(s)
- Develop data requirements and tracking requirements for project;
- Provide for assistance in overall project coordination in fulfillment of objectives;
- Provide organizational and administrative assistance to the Project Team;
- Coordinate and conduct project report writing; and,
- Provide for supplemental report writing, if necessary.
- In collaboration with Division and District leadership, develop a budget for each aspect of the project.

Schedule:

The Consultant(s) will deliver the project summary and details to LAUSD and the Division of Special Education no later than September 30, 2018 for review.

Price:

The consultant(s) will be paid approximately a total, in one fiscal year, of \$450,000. An additional \$45,000 is allocated for overhead costs to include, but not limited, to travel, graphics and materials. Invoices will be submitted at the end of each month. Payment will be made within 30 days of submitted and approved invoices.

Acceptance:

All Project plans and project submissions must meet with the approval of the Associate Superintendent of Special Education and the LAUSD Superintendent of Schools.